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ABSTRACT

The impetus for the national conference on consumer and homemaking education which resulted in this guide was provided by Part F of the Vocational Education Amendments of 1968, which recommended the expansion and redirection of consumer and homemaking education. The main body of this guide consists of papers presented by the task force and revised in light of suggestions received at the national meeting and at regional clinics. Topics include: Programs for In-School Youth, Programs for Out-of-School Youth and Adults, Ways of Working with Different Individuals, Agencies, and Institutions to Attain the Intent of the Law, Ancillary Services and Activities to Insure Quality in Homemaking Education Programs, and Evaluation of Programs. Also, four papers dealing with topics of persons to be served in the inter-city, urban, and rural areas, consumer information needs of families, and the school's role in consumer education are appended. Selected references are given. (CH)

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# A GUIDE FOR THE DEVELOPMENT OF CONSUMER AND HOMEMAKING EDUCATION

Department of Home Economics Education
College of Agriculture and Home Economics
University of Nebraska
Lincoln, Nebraska

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# FOREWORD

The National Conference on Consumer and Homemaking Education was one of a series of National Conferences held to consider the many new challenges of the Vocational Education Amendments of 1968, and to assume responsibilities for program redirection and expansion of the various categorical programs identified in the legislation. More specifically, the overall objectives of the conference on consumer and homemaking education were (1) to review Part F—Consumer and Homemaking Education of the Vocational Education Amendments of 1968 and consider implications for home economics education programs, (2) to examine some of the needs, problems and concerns of persons the programs are designed to serve, and (3) to suggest a variety of alternatives for expansion and redirection of programs. The major outcome was to give suggestions for strengthening and expanding state and local programs of consumer and homemaking education.

Prior to the conference, a committee of persons (a task force) met to develop conference plans. Members of the committee were designated to prepare for presentations at the conference. Dr. Hazel Anthony, Head, and Dr. Shirley Kreutz, Associate Professor, Home Economics Education, University of Nebraska, served as conference leaders.

The conference was organized to proceed from general background knowledge to specific suggestions for the implementation of consumer and homemaking education programs.

The first presentation was a symposium which described Section F, Consumer and Homemaking Education, as one resource along with a number of other parts of the amendments to be used to develop Vocational Education programs to more adequately serve the needs of all people and to accomplish the purpose of the Amendments.

The symposium members were: Dr. Berenice Mallory, Division of Vocational and Technical Education, U. S. Office of Education; Dr. Aleene Cross, Department of Home Economics Education, University of Georgia; Miss Mary Allen, Public Information, American Vocational Association; and Miss Ruth Stovall, State Supervisor, Home Economics Education, Alabama.

The ideas advanced by the panel members are paraphrased in the section entitled "The 1968 Amendments: A Challenge to Consumer and Homemaking Education" in this bulletin.

With that orientation the remainder of the conference program was designed to focus on considerations that need to be made so that state planning will encourage forward-looking programs.

Specialists in various fields of study gave presentations concerning principal issues raised in Part F. Mrs. Zelda Samoff, Director, Social Welfare Program, Temple University, spoke of Persons to be Served in the Inner-city and Urban areas; Mr. Earl Pippin, Executive Vice President, Alabama Consumer Finance Association, Montgomery, Ala. directed his attention to persons who are the Rural Poor; Dr. Dorothy Larery, Professor, Department of Family Economics and Management, School of Home Economics, University of Nebraska at Lincoln, described Consumer Information Needs of Families; and Dr. C. Raymond Anderson, Department of Secondary Education, University of Maryland, spoke of the School's Role in Consumer Education.

Conference task force personnel gave the following working papers. Expansion and redirection of consumer and homemaking education programs to implement the provision of Part F of the Vocational Education Amendments of 1968 for (1) in-school youths, (2) out-of-school youths and adults. The third paper suggested ways of working with individuals, agencies and groups for attaining the educational programs described. The fourth and fifth papers treated expansion and redirection of ancillary services and activities to assure quality in all homemaking education programs and program evaluation, respectively.

The task force personnel presenting the papers were:
Margaret Barkley, Chairman, Home Economics Education, Arizona State University, Tempe, Ariz.

Marie Huff, Director, Home Economics Education, State Department of Education, Jefferson City, Mo.

Mary Lee Hurt, Specialist, Bureau of Research, U. S. Office of Education

Jerline Kennedy, Consultant, Home Economics Education, Dallas Public Schools, Dallas, Tex.

Phyllis Lowe, Chairman, Department of Home Economics Education, Purdue University, Lafayette, Ind.

Margie Lowrance, State Supervisor, Home and Family Life Education, State Board For Vocational Education, Olympia, Wash.

Gwendolyn Newkirk, Head, Home Economics Teacher Education, North Carolina College, Durham, N.C.

Patricia Ott, City Supervisor of Home Economics Education, Sioux City Public Schools, Sioux City, Ia.

Polly Reulein, Director, Family Life Education Center, Toledo, O.

Copies of the working papers were disseminated at the conclusion of each presentation. Small group sessions were scheduled to meet three times during the conference. The purpose was for participants to draw on their expertise in examining the approach, the content of the working papers and to make suggestions for revisions.

The final presentation of the conference was a symposium presenting Dr. Margaret Alexander, Mrs. Clio Reinwald, State Supervisor of Home Economics, Arizona; Mr. V. E. Robinson, State Director, Vocational Education, Missouri; Mr. Cecil Stanley, State Director, Vocational Education, Nebraska, and Dr. Virginia Trotter, Associate Dean, College of Agriculture and School of Home Economics, University of Nebraska. They discussed the challenges and problems in the administration and supervision of Part F, Consumer and Homemaking Education.

The task force remained at the conference center for two and one-half days after the conference to rewrite the working papers in light of suggestions advanced in small group sessions.

A summary report of the National Conference on Consumer and Homemaking Education was given at Regional Clinics on Vocational Education held in April. The working papers were also distributed and discussed at the clinics, and suggestions given were considered in preparing this Guide.

## USE OF THE BULLETIN

The purpose of the National Conference on Consumer and Homemaking Education was to develop suggestions for expanding and redirecting state and local programs. Topics were chosen to help participants examine ways on-going programs could be changed and new programs developed to provide relevance and fulfill the intent of the 1968 Amendments to Vocational Education.

Home economics has had a history of concerted attempts to change programs to meet the needs of the time and to incorporate new and better ways of providing useful programs. During the depression and again in World War II programs were undertaken to help people meet the scarcity of money and material resources that affected the family living unit. Over the years home economics has rather successfully coped with meeting the needs of slow learners and rural poverty. In the teaching-learning situation it was a pioneer in utilizing the problem-solving methods of meeting daily life needs. It used the laboratory methods and expanded the laboratory into the community to make the teaching-learning situation more meaningful to students. It was among the first subject matter fields to utilize specialists in their fields of study to help examine curriculum for the significant concepts to be communicated and to develop a statement of the concepts appropriate for secondary school home economics programs.

Even so, there is evidence that indicates far too many homemaking programs are not focused on life as it is *really* lived today. It is time once again to face up to the challenges posed by our current social problems by expanding the consumer education aspect of the homemaking program to meet the needs of families in different situations.

The conference dealt principally with how to expand and redirect programs. It was acknowledged that the selection and organization of content is also vital to the strengthening of these programs. Subject matter was the focus, however, of a previous series of conferences which produced the material contained in the document *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*.[1] It is recommended that this bulletin, *Suggestions for Examining and Redirecting State and Local Programs for Consumer and Homemaking Education*, be used in conjunction with that document for a comprehensive view of means for expanding and redirecting the homemaking program.

## THE 1968 AMENDMENTS: A CHALLENGE TO HOMEMAKING EDUCATION

When the 1963 Vocational Act was passed, it was helpful to describe the contribution of the home economics program as being two-pronged. One phase was preparation for homemaking, the other for wage earning. The 1968 Amendments do not seem to change this but they do place emphasis on still another aspect of home economics, namely consumer education. As vocational education programs are being developed in states, home economics educators will be working to identify and plan total programs that give consideration to all these goals. Undoubtedly, some of the youths and adults who are reached through consumer and homemaking education offerings will need help to get into job training programs. They may prepare for occupations that use home economics knowledge and skills or they may prepare for occupations in other fields of vocational education. No matter what the occupation, however, the man or woman who is well-prepared to assume homemaking and family responsibilities will be more employable and will be better prepared for the dual role of homemaker and wage earner.

Section F, Consumer and Homemaking Education, the major focus of the conference, is one resource, along with a number of other parts of the 1968 Amendments, that can be used to help develop Vocational Education programs which more adequately serve the needs of all people.

"Consumer and Homemaking Education" as defined in the proposed Regulations for use by State Boards for Vocational Education means education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, clothing, housing, family relations and management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities.

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[1] CONCEPTS AND GENERALIZATIONS: THEIR PLACE IN HIGH SCHOOL HOME ECONOMICS CURRICULUM DEVELOPMENT. Washington, D. C.: American Home Economics Association. 1967.

The law states that Federal funds paid to a state will be expended solely for educational programs which are related to the following purposes:

"(1) Educational Programs which —

A. Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas

B. Encourage preparation for professional leadership

C. Are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner

D. Include consumer education programs

E. Are designed for persons who have entered or are preparing to enter the work of the home.

(2) Ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and state administration and leadership."

In encouraging home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, the word "greater" would seem to be a recognition that home economics was already doing this, but also a directive to do more, especially in the poverty areas. Someone once said that only when a problem can be counted do citizens begin to think it counts. Since the beginning of mankind, poverty has been one of the social evils and today the extent of it can be measured. The United States Government is now committed, and has been for some time, to help eliminate the hard-core poverty of some 9,000,000 American families. During the depression and during the critical war years, home economics helped families conserve and utilize their resources, both human and material. Home economics is a field of service that has the knowledge and skill needed by the disadvantaged to help lift their level of living. The profession can help improve social and cultural conditions, especially in economically depressed areas, and Congress is so serious about this part of the amendments that they included a "set-aside" of the funds for this purpose. The amendments provide that at least one-third of the Federal funds made available under Part F shall be used in economically depressed areas or areas with high rates of unemployment for programs that are designed to assist consumers and help improve home environment and the quality of family life. The law further provides 90 to 10 matching for such improvements.

A second challenge of amendments was to encourage preparation for professional leadership. This terminology gives the field direction to do more emphatically what it has always done. It is hoped that every professional home economist has tried to encourage girls interested in professions to enter one; this is what professional leadership means. Youths should be encouraged to pursue a home economics career if they are inclined to do so. Perhaps people in the field have not done as well in encouraging youths to choose home economics-related occupations as they have in relation to the profession. With the occupations being what they are and professional opportunities expanding as they are, there is an obligation to help boys see that they, too, have a place in the occupational field of home economics.

The Future Homemakers of America organization has always had, as one of its emphases, encouragement of preparation for professional leadership. At least two of the projects in the new program of work provide opportunity for this kind of encouragement. Each area of home economics provides a basis for at least one occupation and one profession that would directly relate to that area of instruction.

Knowledge of professions and occupations not only helps a youth choose a given line of work but it also gives anyone choosing not to enter a particular field greater appreciation for the worthiness of such occupations.

Another purpose of the legislation deals with the dual role of the homemaker-wage earner. More specifically the legislation calls for an educational program which "is designed to prepare youths and adults for the role of homemaker or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner." There are four ideas in this part that ought to be underlined and kept in mind. It does not say girls and women but youths and adults. The terms "employability" and "dual role" are also noteworthy. These are more or less new to home economics and indicate a needed focus not found previously in many home economics programs.

When considering the meaning of employability from the standpoint of home economics, it would seem to denote personal qualities that will help insure job success. For those who think such personal qualities are unimportant for employment they need only to review the literature showing why people lose jobs. The married woman, especially, needs the ability to manage a home and family so she is free of concern during the hours of employment.

The focus of home economics education has been traditionally preparing girls for the occupation of homemaker. Now it is being asked to focus upon the dual role and upon employability; and this concept seems to be as applicable to men and boys as it is to girls and women. This may mean an expansion in a direction that some have long thought desirable. If more and more women are going to be employed, it seems inevitable that men are going to have to assume a dual role also. Home economics has a great deal to contribute to making youths and adults more employable as they assume the dual role.

Another challenge is to strengthen the emphasis on consumer education in the home economics program. Consumer education is a common thread that runs through all home economics programs. The chief concern is in helping consumers (youths and adults) solve problems that arise in the areas of feeding, clothing and housing the individual and the family, rearing children and maintaining satisfying human relations. Home economics needs to be concerned with the wise use of the individual and family income and other resources. Nearly all states and many cities have curriculum resource guides for home economics which teachers use when planning instructional programs. These guides do include consumer education approached in two ways: as parts of various units and courses and/or as separate units and courses with titles such as, Consumer Management and Consumer Problems. It is known that teachers use these guides extensively but little evaluation has been made of their effectiveness. There is a need to know more about the offerings, about the extent to which they serve boys as well as girls, and more attention needs to be given to consumer problems in all instructional areas of homemaking. Also it is important to keep in mind the unique dimension of consumer education as a part of home economics; namely, that consumer decisions should be made in the context of goals for improving the home environment and the quality of family life.

The interest today in giving emphasis to consumer education in school programs is most gratifying. Part F of the Vocational Education Amendments is one more evidence of the interest. Some states are exploring plans for programs in which various subject areas, such as business education, social studies, home economics and others are working together to strengthen consumer education for all students.

The last category stated in the purposes of Part F of the 1968 Amendments is ancillary services. Again to quote from the amendments they are "activities and other means of assuring quality in all homemaking education programs." A variety of ancillary services are needed. They are teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional material, provision of equipment and state administration and leadership.

It has been said that a profession could not ask for more opportunity or challenge than has been provided in this particular section of the amendments. The field should be very optimistic and excited about its future.

# IMPLICATIONS AND RECOMMENDATIONS FOR THE EXPANSION AND REDIRECTION OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS TO IMPLEMENT THE PROVISIONS OF PART F OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

Papers prepared by the task force and revised in light of suggestions from the national meeting and the regional clinics focus on ways of implementing programs for in-school youth, for out-of-school youth and adults. The third paper suggests ways of working with individuals, agencies and groups for attaining the educational programs described. The fourth and fifth papers, respectively, treat expansion and redirection of ancillary services and evaluation for assuring quality in all homemaking education programs.

## I. PROGRAMS FOR IN-SCHOOL YOUTH

Enrollments in homemaking education programs in many schools throughout the country are limited to girls and the largest enrollments occur in the eighth, ninth and tenth grades. Many teachers make a real effort to adapt the curriculum to the socio-economic and cultural backgrounds of the students and their families. Large numbers of teachers, however, teach middle class values and practices and fail to communicate with either those students from depressed areas, or those from upper socio-economic backgrounds.

If consumer and homemaking education programs are to reflect social and cultural conditions and needs, especially in economically depressed areas, certain questions need consideration. Do teachers know and relate to these conditions and needs? Do present curriculums assume family activities and values which are non-existent in other than middle class homes? How can learning activities help meet individual needs in a group of students with heterogeneous life situations? Should there not be more special services for youths from depressed areas? Does a need exist for increased teacher-home relationships and if so, how might these be established? How can homemaking education programs be extended at the post-secondary level?

National concern for providing consumer and homemaking education for individuals in depressed areas calls for greater understanding of personal and family needs, such as the following:

- Many youths from depressed areas are responsible for care of young children and aged persons in the home and for discharge of many homemaking responsibilities. They may be involved with family problems relating to divorce, desertion, lack of privacy, poverty, unemployment, chronic illness, mental or physical handicaps, delinquency, malnutrition, sanitation, lack of employment skills, underdeveloped reading, communication and computational skills.

- Family patterns differ in respect for formal education, in child-rearing practices, sex or domination roles, control of behavior and the relationship to ancestors and kinfolk.

- Cultural groups tend to be loyal to the culture, hypersensitive to criticism by persons outside the culture, supportive of a group code of conduct and to resist superimposed change.

- Youths from depressed areas have expressed desire for suitable adult models, mutual trust and an opportunity to develop a self-concept of dignity and personal worth. They may feel it necessary to reach adulthood earlier, thus the sense of immediacy to achieve satisfaction related to needs for affection, possession, occupation, recognition and status.

- The psychological impact of life in a depressed area affects the motivation, the aspiration and the release of potential of the individual. Students who are hungry, tired or ill have reduced efficiency and interest as learners or as workers.

- The environment of the student may lack stimuli that develop verbal, cognitive and perceptual skills essential for success in the traditional educational system and the tools and aids for health, sanitation, good grooming and development of creative talents.

- Previous experiences with failure or defeat affect personal experimentation with the unknown, the abstract or the "different" and may affect personal relationships with teachers, cooperation with testing and evaluative procedures and behavior in the classroom.

Encouraging youths to enter occupations and professions in home economics includes the development of attitudes and personal habits conducive to job success as well as development of varied understandings and skills. Research on causes of employee terminations shows that work in human relations, communications, leadership and group living constitutes a part of education for a vocation. What types of learning activities are appropriate at various age levels to acquaint youths with the career opportunities in home economics? What role can the program of the Future Homemakers of America play in encouraging youths to select occupations or professions in home economics?

In designing programs aimed at preparing youths for the dual role of homemaker-wage earner, a first step is to determine what unique abilities are required of one to fulfill these combined responsibilities. Economic changes affecting the family include the growing percentage of women employed outside the home, the increasing number of older women returning to the labor market, the wide use of credit, the complexity of factors affecting the decision making process, the growing number of women with sizable economic assets, the necessity of many persons to change jobs several times during a lifetime, and the vast inequities in the ability to enjoy and utilize our abundant resources. What should be taught to help understand better the changing roles within today's family? Wouldn't one objective of such programs be to increase awareness of varied and less traditional means for meeting the psychological, economic and social needs of individuals within the family?

Part F of the Vocational Education Amendments of 1968 is entitled "Consumer and Homemaking Education." This indicates that educating students to become responsible consumers should be a part of each program in this area of the school curriculum. Present homemaking education programs include numerous learning experiences related to consumer education. However, it is evident that these must be increased and expanded. How much of the whole of consumer education should be included as a part of homemaking education? What learning experiences in consumer education are appropriate at various levels—elementary, secondary and post-secondary—especially in depressed areas?

The home as the basic unit of society perpetuates the culture, nurtures the development of its members and sets the stage for education, citizenship, personality development and values and attitudes toward other people, institutions and change. The immediate problem is to develop expanded and redirected programs in consumer and homemaking education to help improve home environments and the quality of family life. Present programs will be evaluated in light of changing societal situations and student needs. A few of the many questions that will arise in this evaluation have been cited. The resulting design will provide for the continuation and strengthening of some present programs, the revision of others and the addition of new programs.

### Implications For Expansion And Redirection Of Programs

Supervisors, teachers and administrators responsible for state and local planning of consumer and homemaking education programs need to evaluate present offerings in relation to whether (a) they are planned in relation to local social and cultural conditions affecting families; (b) they encourage youths to choose occupations or professions in home economics; (c) they include experiences to prepare youths to assume the responsibilities of a home and family and also wage earner outside the home; and (d) they include the content and learning experiences needed for youths to become intelligent consumers. Consideration needs to be given to both the content and/or organization of the program, to innovations in methods of teaching and to teaching personnel.

### Program Development

The organizational patterns for consumer and homemaking education programs will differ in local schools depending upon the background needs of the students and the community expectations. In depressed areas experiences in homemaking and family life may need to be integrated throughout the elementary curriculum. The homemaking teachers may work with the elementary teachers by providing instructional materials or by teaching certain lessons themselves. A semester offering in the seventh and eighth grade can provide further help for these boys and girls with problems of grooming, nutrition, personal relationships and home responsibilities. On the high school level consumer and homemaking programs may include a sequence of three or four full-year comprehensive courses, each including four or five subject areas of home economics, or a comprehensive course may be offered as a prerequisite for semester offerings in child development; consumer education and management; housing, home furnishings and equipment; food and nutrition; and textiles and clothing. A family living course at the upper secondary level focused on the study of human and family development, inter-personal relationships, consumer education and nutrition may meet the needs of many students.

In some schools, opportunities may be available to reach boys and girls in the middle school. Positive attitudes towards eating for good nutrition, use of money, the need for most people to work to earn, stable family life, the roles of each family member and interest in helping at home may be developed with youth of this age.

Students, both young men and young women, for their 13th and 14th year in a technical institute, area vocational school, junior and/or community college need education for responsible family living as a part of the required curriculum. Recent national studies of societal problems conducted by special government committees, private foundations, large companies, church groups, sociologists and others indicate that more attention should be given to a person's education for the dual role of homemaker-wage earner. To effect this education for all students in the 13th and 14th year, the institution head and the faculty members who set up program requirements need to design a structure that will include study of preparation for marriage, the rearing of children and management of resources with emphasis on selection, use and care of goods and services, planned spending and other consumer responsibilities. In order to reach all students such program emphases need to be made available as part of programs for certification and/or associate degree.

Learners, parents, other educators and advisory groups comprised of representatives from agencies, institutions, business and industry need to be involved in all stages of program planning, promotion and evaluation. They may provide guidance in relation to the problems of the homemaker with a dual role, factors affecting personal development and family life in the community, concerns of youth in a changing world and the nature of jobs and careers. The consumer and homemaking aspects of the program need to be planned and coordinated with home economics programs which prepare for wage-earning occupations utilizing home economics knowledge and skills. Those involved in program planning need to learn about the life situations of the youths whom the program is to serve, identifying their needs, abilities, interests and concerns.

In urban depressed areas special programs may be offered which focus on pre-employment experiences to help boys and girls get and keep their first job so they may begin to earn for themselves. A portion of the program would also emphasize how to manage the dual role of homemaker and wage-earner, with special attention being given to family meal management, care of the home, care of children and money management. Boys and girls who enroll in such a course will be encouraged to follow with course(s) and work experiences which prepare them for an occupation which later will offer them opportunities for advancement in the work world.

Since an increasing number of women will be working outside the home, throughout the consumer and homemaking program particular attention needs to be given to the application of management principles and to decisions which will need to be made when time, energy and, perhaps, money are limited to assure family stability and well-being.

Consumer education needs to be expanded and made visible as a part of homemaking education programs. Units may be developed appropriate to the developmental experiences which boys and girls have as consumers, and included in comprehensive courses or as a part of family living courses. In an increasing number of schools a semester course may need to be offered in order for youths to gain the competences needed by consumers in today's market place. In some schools such a course may be taught by a team of teachers from different subject matter areas which include emphasis on various aspects of consumer education.

To encourage interest in preparing for occupations and careers in home economics, separate units on the subject might be included as a part of comprehensive offerings in homemaking. Another alternative would be to include consideration of career opportunities when studying various areas of home economics such as, in child development, foods and nutrition, housing and furnishings. It would be important to include careers which require high school, one or two years of post-high school, a baccalaureate degree and discussion of opportunities for later and horizontal mobility on the job. The program of the Future Homemakers of America also provides an opportunity to give increasing attention to leadership and career development.

### Ways of Selecting and Organizing Content and Instruction For Teaching and Learning

Many varied instructional materials and methods of teaching are needed to appeal to and result in effective learning of boys and girls with different social and cultural backgrounds, interests and abilities. The following may offer some suggestions for providing for a variety of learning experiences:

- Include school, home and community related experiences to broaden the cultural and social horizons of the student, to promote appreciation of the environment, increase perspective relative to career opportunities and the work world, and to provide opportunity for enhancing personal dignity and worth.

- Encourage flexible scheduling, extended day, week or term programs; consultation with families; work with community and private agencies concerned with family welfare and work experiences; and the followup of students into work, extended education or marriage.

- Provide exploratory, analytical and work experiences and contacts with organized agencies and industry which will further the educational objectives of the student and complement the work of the school.

- Make a sincere effort to discover and know the student as an individual, his interests in sports, hobbies and reading; artistic, poetic and musical activities; his dislikes, his leisure time pursuits and his potential for salable skills. Relate interests and abilities to class, home and community learnings by giving a variety of opportunities for achieving common class learnings. It is possible to write a verse, invent a game, compose a song, prepare an exhibit, use a puppet, do a dance or a pantomime—all to depict a decision-making process in the family.

- Make maximum use of dual language skills of students, their social and cultural heritage, and past and present experiences in community and family living.

- Develop curricular approaches using games, visuals, discovery methods, experimentation and action research which capitalize on the abilities of the student, his past experiences and his current interests and ideas.

- Media centers at state and/or regional levels is one means of providing opportunities for development of curriculum materials or in sharing materials already developed.

- Employ frequent diagnosis and appraisal of readiness and achievement through non-threatening and varied evaluative methods. Provide short term and flexible presentation of abstract and academic material well coupled with a variety of concrete, relevant and active experiences including personal involvement in the pursuit of an idea. Present subject matter in a mature manner, even when elementary in nature.

- Make use of multi-media and innovations in communication to extend the program into the home including telephone service, equipment on loan, including small filmstrip or recording devices, and textual-demonstration kits which present concepts of credit, money management and buymanship simply and graphically. Individualized learning kits may also be used to supplement group learning experiences.

### Teacher Personnel

To meet the challenges of expanding and redirecting consumer and homemaking education program for boys and girls in school competent teachers will be needed to:

- Understand, empathize with and communicate with those from depressed areas, either inner-city or rural.

- Assess student needs as a basis for planning homemaking and consumer education programs which are meaningful to them.

- Analyze the tasks of the homemaker who also is a wage earner and incorporate in consumer and homemaking programs those experiences which will be most helpful for those who will assume the dual role.

- Expand consumer education aspects of homemaking education programs.

- Adapt program offerings to changes in school organization and scheduling to reach the maximum number of boys and girls with the areas of home economics most worthwhile for them.

- Maximize the values resulting from consumer and homemaking education programs by involving auxiliary personnel who have ability to understand and work with families, community agencies and employers in relating classroom learnings to the environments of the students.

- Evaluate program offerings in terms of evidences of values gained by those who have enrolled as bases for revising curriculum, interpreting program and securing continued support for program.

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## II. PROGRAMS FOR OUT-OF-SCHOOL YOUTHS AND ADULTS

As we approach the 70's, redirection and expansion of consumer and homemaking education for out-of-school youths and adults is imperative. We are told that more than 25 million people in the United States are engaged in some form of adult education. This would appear to be a mark of distinction that so many adult Americans are interested in continuing learning. And perhaps it is but for home economics there are some questions that need thought as plans are made for future programs in consumer and homemaking education.

Has a recent survey been made of adult education in your state and community?

What percentage of the offerings are in home economics?

What are the offerings for adults in homemaking education? Clothing construction, understanding adolescents, making hats, managing the family dollar, cake decorating or ..........?

To what extent have we reached the poor? According to the Department of Commerce, Bureau of the Census, in 1966, 12.3% of white families and 50.4% of non-white families with children under 18 could be categorized as poor. How many of these families are now or have been involved in adult homemaking education?

In 1965 the AHEA National Workshop on Working with Low-Income Families and the regional workshops that followed, challenged home economics to greater effort. We believe progress has been made but the problems of poverty are long-term and never entirely solved. So again in 1969, we must renew our commitment to the purpose of expanding and redirecting programs designed to assist consumers and to help improve home environments and the quality of family life particularly for those families in economically depressed areas.

If we agree that the problem of reaching out-of-school youths and adults with consumer and homemaking education that is relevant to today's family living is a very real one, the following aspects must be considered:

### Suggestions for Programing

Education for adults must be packaged differently! Are you saying: "But we have offerings in family life, parent education, money management (family finance), child development, sewing (beginning, intermediate and advanced), foods and nutrition and so on?" Who are in these classes? For the most part, aren't they the ones who have time to come X number of hours a week for X number of weeks; who have the money for transportation and for child care? Education must be wrapped in many different packages for those in the different geographic sections of every state; for those having no transportation; for those having no extra money; for those having no place to leave their little ones; for those who cannot understand the contracts, warranties or guarantees; and for those away from home working from seven o'clock in the morning until six o'clock at night or four in the afternoon until midnight and then returning to a family with many members. Some suggestions for programming are:

Provide Mobile Teaching Stations that can be taken to various neighborhoods. One community college has a teaching station for child development built in a mobile unit which is taken from one area of the community to another. A mobile teaching unit could well be used for teaching other phases of homemaking.

Dial-A-Number has been used successfully by nutritionists to answer questions from the public and by university professors to help business executives learn during the weekends and late at night. Couldn't the same idea be used for helping homemakers who have access to telephones? Hours for Dial-A-Number would need to be scheduled at times when family members are free to call for answers.

A rehabilitation staff member knowledgeable about the people and practices in the central area of one large city suggested that a certain radio station would be an effective means of reaching the people. He said more people in the area listen to the radio station than to television. Thought is being given to scheduling short discussions (2-5 minutes) several times a day on child rearing practices. Additional time would be scheduled for the teacher to go into the neighborhood to meet people in stores and at meetings and to make house to house contacts letting families become acquainted with the voice they hear on the radio. Family concerns other than child development could also be taught this way.

Educational Television offers opportunity for reaching many adults. Programs must be relevant to the problems and interests of today's families. One station carried a program of the soap opera type including information for family living. The educational television station was pleased with the ratings for the show.1/ In another state, family case situations were shown. The performers were people in the community and situations were discussed at parent-teacher meetings.2/ Teachers may encourage neighborhood viewing groups with a discussion following the telecasts. Advance planning for such groups should include information regarding the subject content of the telecast, books available in the local library for additional reading and follow-up by the teacher to encourage, assist and give guidance in group development. From such groups, needs and interests are often identified as well as the opportunity to develop community leadership.

In some large cities across this nation, adult homemaking programs are capitalizing on the teachable moment. Programs in parent education have been organized to help the parents of toddlers, of two, three and four year olds learn about children and their development. Children are enrolled in a nursery school situation and the parents are scheduled to help with the children's activities. They are taught by child development specialists.3/ The parent education staff of one community college joined with the local Office of Economic Opportunity, the council of churches and several civic associations to provide leadership and teachers for parent cooperatives formed in a low-rent housing area. The Office of Economic Opportunity furnished some of the money; churches and civic organizations furnished facilities and equipment and the community college furnished the instructors. In another instance a community college provides the teacher for a parent cooperative which is used for participation studies by high school home economics students. The college teacher works with a mother leader and the parents. The high school teacher works with the high school students. The community college teacher, the mother leader and the high school teacher plan together. This type of education must be so packaged or re-packaged that it is made available to more and more people of all social and economic groups.

There is a need for self learning centers. These centers could have tapes, slides, programmed learning, 8 mm. film loops on all types of family activities. A teacher needs to be available when the learning center is open to help the learner select appropriate material; to answer questions; to discuss and reinforce ideas with the learner. These centers could be set up in family centers, store fronts, libraries, business and industries for workers at noon and off hours.

Family centers within neighborhoods have operated successfully in many places. Cooperative programs with local housing authorities have expanded this concept and hired teachers to help families with their specific needs for education in family living. Some such programs are jointly developed by the Housing Authority and School District and include plans for sharing salaries of teachers, office and space for teaching in Housing Authority Buildings, budget for teaching materials and other administrative functions of the two cooperating agencies. Some activities conducted in family centers to meet the needs of these families are:

Cooperative play schools

Day-care nurseries (all-day care of children of working mothers)

Housekeeping clinics

Team teaching with Public Health Nurse during Well-Baby and Maternity Clinics

Senior Citizens Clubs

Home visits and individual conferences.

Organized groups working on a variety of topics—use of federally donated foods or buying with food stamps, child development, managing the family resources, family laundry, home improvement and others.

Educational field trips—to supermarkets and department stores as a part of consumer education and to public libraries, art museums and others to broaden horizons and open new vistas.

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Help with consumer problems at thrift sales conducted in the housing project.

Mutual aid provided by groups of adults scheduling themselves from home to home for the purpose of assisting each other in homemaking projects.

## Some Other Considerations

Care of Young Children While Adults Are Involved in Learning. Adequate care of small children while adults are involved in learning experiences is essential to program success. Mothers are not likely to become involved in any group activity unless the little ones are near at hand, are well cared for and happy. For some mothers this is not enough so the teacher must have plans for those children who will stay with mothers. This means acceptance of the idea of having children in the learning center as well as physical preparation for the children; perhaps a small table, chairs, books and quiet toys in a nearby area. Some ways that have been found successful in meeting this adult education need are:

Use of volunteer aides such as Junior League, Council of Jewish Women, Future Homemakers, Senior Citizens and interested persons from neighborhood and church groups.

Child care provided through funds given by interested groups and individuals. This child care can provide a source of employment for a para-professional and offers an opportunity for an alliance of the professional and para-professional. The homemaking teacher provides professional leadership to the para-professional.

Child care—provided through participating mothers contributing a small fee for the employment of a person to care for the children. Mothers manage the finances.

Cooperative care—neighborhood groups of mothers cooperate in taking turns caring for the children. Often mothers are not involved in the same adult education group and with the encouragement and help of an interested teacher they gain an increased sense of self worth and value through finding ways of making a contribution to some community activity.

Child development centers—double as learning laboratories for parents and for children when parents are studying. These centers may also be used as training stations for teacher aides and preschool assistants.

Teacher Selection and Teacher Education. Teachers for out-of-school youth and adults need to:

Be people oriented rather than subject matter oriented.

Have commitment enough to want to hear what families are saying.

Believe in the importance and worth of the individual.

Be adaptable.

Possess capacity for change.

This description of the teacher is not new. There have not been sufficient, real life experiences to enable teachers to sincerely empathize with the numbers and kinds of problems some families handle daily.4/ Professional training must continue to be modified to insure that teachers have training for dealing with the family problems of today. Pre-service training experiences should include opportunities to participate in such activities as operation of day care centers, Head Start programs, cooperative programs with such agencies as Public Health and Welfare, centers for the elderly, visits to adult education centers, employment centers, work with para-professionals and work-experience-related home economics areas.

In-service education must be provided for teachers of out-of-school youths and adults to make frequent reassessment of family needs for education in homemaking. This can be done through providing regularly scheduled time and situations for the teacher to visit and cooperate with other agency personnel working with families; visiting programs in areas other than their own; forming study groups with others not in education to study family needs and short courses or workshops.

Supporting Staff. The para-professional, the aide and the volunteer have proven their worth in many situations. They can be most helpful in expanding programs of homemaking education for out-of-school youths and adults by assisting the teacher with communication with the various groups of adults to be served. In one community the aide, called a block worker, contacted parents in a housing project to ascertain whether they might like to form a parent cooperative. Within less than a day there were enough names for two parent cooperatives.

The professional teacher may work through the aides. In some housing projects home economists have been hired to teach aides who then work with the residents of the housing projects. This could be done in other places such as homes in a neighborhood, thrift shops and grocery stores.

In a program developed cooperatively by Vocational Home Economics and the U.S.D.A. Consumer Marketing Services, multi-purpose workers and neighborhood field representatives were given training to raise the nutritional level and to stretch the food dollar for themselves and families with whom they worked.5/

Aspects of Supervision. The supervisor of both state and local levels should assume responsibility for keeping lines of communication open among teachers and arrange for cooperative efforts among them. This can be done by giving as many problems as possible to the entire staff to solve together.

An atmosphere needs to be provided which will encourage teachers to learn from each other. In one community college program, where a course in home management was being taught to low income mothers for the first time, staff members anxiously awaited until the teacher finished the class. After each session the entire staff discussed the details of the teaching-learning situation and gave suggestions to the teacher. This situation, structured by the supervisor, made it possible for the teacher to learn during the teaching experience.

Because change is certain and adult education must change continuously to meet the unique needs and interests of families, the supervisor must provide for a variety of up-to-date resources for teachers such as resource people, work conferences, multi-media learning materials and others.

Learning Materials. Learning materials in home economics have tended to include the "whole load." Some are being developed now that are more simple. Adults with low reading ability; those who did not relate well in their former school atmosphere and those who are extremely busy with work and family responsibilities need learning materials that contain single concepts, that are clearly written and that can compete with commercial television. Multi-media learning materials must be available to the teacher so the type best suited to the individual learner can be selected. Materials developed by the teacher using them have proved to be highly effective. Some recently prepared learning resources are listed in the bibliography.6/

## Summary

It has been suggested that in the expansion and redirection of homemaking programs for out-of-school youths and adults, attention be given to Programming, Care of Children While Adults are Involved in Learning, Teacher Selection and Teacher Education, Involvement of Lay Persons, Aspects of Supervision and Learning Materials. Time needs to be made available for teachers to become acquainted with social and cultural conditions affecting families and to plan for ways to PACKAGE and REPACKAGE for homemaking education. Teachers hired for X number of classes that meet X number of hours with not less than X number of students will not be able to promote and develop redirection.

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# III. WORKING WITH INDIVIDUALS, AGENCIES AND ORGANIZATIONS IN COORDINATION OF EFFORTS TO IMPROVE HOME ENVIRONMENTS AND THE QUALITY OF FAMILY LIFE

At the heart of most of the critical social issues of our time stands the individual and the family which is the basic unit of our society. Thus, family life education is one of the most strategic areas of concern and yet one of the most neglected. Only through cooperative efforts on the part of all responsible and concerned individuals, agencies and organizations can we hope to accomplish that which needs to be done to meet the needs of families at various social and economic levels of our society.

The suggestions incorporated in this section are presented in three parts:

I. Some current concerns which demand consideration and cooperative effort.

II. Some guidelines for working with others.

III. Some agencies and organizations with whom home economists in schools work cooperatively.

The definition of the term "work cooperatively" is one of the most important distinctions to be made, for there are three great and simultaneous needs for the professional to function as:

1) A leader to innovate, to implement 2) a catalyst to motivate 3) a supporter to reinforce.

**Some Current Concerns Which Demand Consideration and a Cooperative Effort**

A. Including family life education in the curriculum of our schools—kindergarten through twelfth grade.

At the present time, the majority of our schools have placed their major emphasis on preparation for college or vocations. Yet, in the words of Horace Mann: "If education is to teach anything it should teach us how to live."

Developing personal skills for living with ourselves and others is too important to be left to chance. It seems perfectly obvious that our schools must include as an integral part of the curriculum education for living—living competently in a family and in a community.

Some suggested approaches:

1. Community organizations such as a family life education council composed of individuals and agency representatives concerned about the family can be motivated to study what is being done and what needs to be done in the area of education for family living. Following this study, recommendations can be made to the local school administration. The recommendations should include a position statement, suggested personnel for implementation and suggested financial support.

2. An ad hoc committee composed of individuals with specified competencies can be formulated to serve in an advisory capacity to the professional personnel in a school or community program.

For example: In one community an ad hoc committee for family life education is affiliated with the public schools. It is composed of two physicians, a Catholic priest, a Protestant clergyman, two parents and professional family life educators. They identified their functions as: 1) to support a program of family life education in the schools, 2) to help interpret the program of family life education in the schools to the community, 3) to serve as intermediators if and when there are objections raised as to the teaching of family life education in the schools, 4) to serve as an advisory committee and a sounding board to the public schools in this subject area.

B. Recognition of the need for more opportunities for student teachers and teachers in the classrooms to know children as members of families.

Home economists have made an effort to know parents as well as students more than have many teachers in other subject areas. The concerted effort of schools in the inner cities of our metropolitan areas however, have highlighted the need for all teachers to understand the life styles, the strengths and the weaknesses of children and their families at all levels of our society. Many teachers need help in knowing how to work with parents. The need for preservice and inservice training programs is obvious. Teachers having had little or no training or experience in working with parents are unprepared to work with families and in various ways erect a roadblock to true communication.

It has been said that any program designed to help children is doomed to failure unless parents are involved also. Likewise, there is need for the unique contribution of knowledge that parents can make in the classroom. It is now recognized that the generation gap may be bridged at least in part by involving parents as well as children in the learning process.

Two illustrations of possible approaches:

1. In one state college, senior students in education volunteered to do practice teaching in a nearby inner city school. They worked in the school three days a week, helping the teachers as they study and observe the children. The other two days a week are spent in their college classroom studying theory which may be applied to the practicum. This plan has evolved through cooperative planning on the part of the students, teachers and administrators at the elementary school and college level and the parents of the children in the elementary school.

A home economics educator can encourage the administration to incorporate, when planning, some opportunities for these students to know the parents as well as the children.

2. A pilot program concerned with providing an opportunity for teachers and parents to study together is in the planning stage in one city. Teachers in kindergarten, first and second grades of one school will meet with parents of the children they teach to explore the children's characteristics, their pressures and conflicts at home and in the classroom. The task then will be to build the child's strengths both in the classroom and in the home. Inasmuch as many parents have scars from their own unpleasant or unsuccessful experiences in school, the meetings will be held in a neutral place, not a school building, and will be led by a consulting psychiatrist and psychologist. The plan is evolving out of a cooperative effort of family life educator, teachers, parents, school administrators, a psychiatrist and a psychologist on the staff of a nearby medical college.

## C. Shortage of Teaching Personnel

There is a critical and tremendous shortage of qualified personnel to teach and to lead. Only token attempts have been made to utilize the abilities of imaginative and talented people. All professions are going to be more and more dependent upon auxiliary personnel. At the National Conference on the Para-professional held in January of 1969, it was stated that by the end of the year, 200,000 aides will be in the classroom, and 1,500,000 will be placed by 1977. Here is an unprecedented potential for including family life education as a focus in these programs, with the aides contributing to the knowledge of the teacher and the students as well as the classroom serving as a laboratory for the study of growth and development. Some of the most effective contributions are being made by the para-professional who is carefully selected and given continuous training and guidance.

An illustration of one approach:

Over 100 aide parents are involved in a program in a metropolitan area working with teachers in kindergarten, first and second grades. It is designed 1) to strengthen the family of the parent aide through preservice and inservice family life education and by involving the aide in the learning process 2) to assist the classroom teacher. In addition to teacher specialists, resource people in the community are brought in to help the aides better understand relationships, family patterns, growth and development. These resource people include para-professionals, a sociologist who grew up in a ghetto area, a pediatrician and an adult probation officer in municipal court. All are invited in terms of their ability to relate to the aides as well as their appreciation and understanding of children and their families. An evaluation study of this program after five months of operation indicates its worth.

## D. Education for the Insecure Homemaker

In most communities there are human beings who are so badly damaged that they are incapable of reaching out for help. They need carefully selected and trained people who can relate to them on a one-to-one basis and who can teach them homemaking skills. Developing more competency of these skills can provide sufficient ego strength to enable the insecure homemaker to help herself and to strengthen members of her family.

Illustrations of two approaches:

In one metropolitan community, education, welfare, housing and other leaders have planned cooperatively to provide for para-professionals to work as members of a team working with homemakers on a one-to-one basis.

Another similar approach is school-oriented "Connectors" (connecting the home with the school) working with the families of children identified by school personnel as coming from homes in which there are problems.

In both of these approaches, auxiliary personnel are members of the team. They have been carefully selected, given preservice and continuing inservice training by a home economist. It is recognized that these mature women with educated hearts are able to relate to the insecure homemakers in a way that very few professionals would be able to do. On the other hand, their effectiveness would be negligible without the training and continuing support of the professional.

### E. Strengthening Family Support for the Wage Earner

There is a beginning awareness of the need to involve industry and business in the social and moral concerns in our society. The Plan for Progress and the National Alliance of Businessmen with its job training opportunities in the business sector seem to predict increased involvement by industry in the urban crises.

The director of an unemployment bureau has said that there is absolutely no point in preparing a man for a job unless we prepare the homemaker also to be supportive of the wage earner. He forcefully declares that the attitudes and inefficient behavior are directly related to poor home conditions and relationships which might be changed through homemaking education.

A suggested approach:

The professional homemaking educator might take the lead in contacting the N.A.B. program or organized labor or industrial leaders and suggest to them that an educational program be designed to focus on the dual role of man and woman as a family member and as a wage earner. With educating the agent there can be improvement of the self-image, personal relationships, home conditions, value judgments, attitudes and personal resources which lead to efficient production and stable families.

### F. Providing Educational Opportunities for the "Forgotten" Family

There is a beginning awareness of the needs of the "forgotten" family, the family just removed from the welfare level for assistance and often too proud to seek help from other resources. In poverty programs much effort has been put forth, though not nearly enough, to strengthen individuals and families. But in so doing, we seem to have forgotten that many families at *all levels* of our society are asking for help although not always verbally or consciously.

Home economics professionals need to find innovative ways of meeting the needs of the "forgotten" family.

### Some Guidelines for Working with Individuals, Agencies and Organizations

If program fragmentation, overlapping and empty voids are to be eliminated, a team effort is imperative. Following are some suggested guidelines for working with others:

1. Involve others at the planning level. This implies a knowledge of available resources.

2. Have a framework ready for presentation for consideration so that best use can be made of the individual's or group's time.

3. Enlist the dynamic leadership and expertise to be found in such groups as industry and labor. Educators can gain much from their special knowledge.

4. Keep an open mind and forget past differences. There are many ways of approaching a problem.

5. Avoid criticism of other organizations and agencies also trying to help families. They can handicap future team efforts.

6. Minimize professional jargon. It can be irritating to others who are not in the same profession.

7. Listen as well as talk. Cooperation and communication can only occur on a two-way street.

8. Give credit where it belongs.

9. Encourage others in such a way that they feel their ideas and contributions are being used.

10. Keep those involved informed of progress or lack of it.

11. Enlist the help of public relations personnel to inform the public of local, state and national programs.

12. Be patient. Remember when working with others it is likely to take more time than when working alone. But—it is worth it in educational endeavors.

### Some Groups with Whom Home Economics Educators Work Cooperatively at National, State and/or Local Levels

In one urban community the homemaking teachers of adults are available to assist agencies and groups in organizing, planning and conducting study groups and workshops in various areas of homemaking and in helping individuals with homemaking problems through home visits. The chart below illustrates the community agencies with which homemaking teachers cooperated to provide instructional services in various home economics areas.

## SUMMARY OF ONE YEAR'S WORK
## HOMEMAKING TEACHERS WITH COMMUNITY AGENCIES IN A SCHOOL DISTRICT

| Community Agencies | Areas of Instruction | | | | | | |
|---|---|---|---|---|---|---|---|
| | Consumer Educ. | Feeding the Family | Clothing the Family | Child Development | Family Relationship | Health Home Care of sick | Housing the Family |
| Churches | | | | ★ | | ★ | ★ |
| PTA | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| State Welfare Dept. | | | | | ★ | | |
| OEO | ★ | ★ | ★ | ★ | ★ | | |
| Adult Basic Educ. | ★ | | | ★ | ★ | | |
| Girl Scout Leaders | ★ | | | | ★ | | ★ |
| Camp Fire Girls Leaders | | | | | ★ | | |
| University Child Development Dept. | | | | ★ | | | |
| Salvation Army | | | ★ | | | | |
| City Health Dept. | | | | | ★ | | |
| American Red Cross | | | | | ★ | ★ | |
| Aircraft Mfg. | | | | | ★ | ★ | |
| Employment Commission | | | | | ★ | | |
| March of Dimes | | | | | ★ | | |
| Organization of United Community Centers | ★ | | ★ | ★ | ★ | | ★ |
| YWCA | ★ | ★ | | | ★ | ★ | ★ |
| Directors of YMCA | | ★ | | | ★ | | |
| Airlines | | | | ★ | | | |
| Preschool Parents Groups | | | ★ | ★ | | | |
| Business and Professional Women | ★ | | ★ | | | | |
| Lighthouse for the Blind | | | | | ★ | | |
| Senior Citizens Inc. | ★ | ★ | | | | | |
| City Community Org. | ★ | | | | | | ★ |
| American Cancer Society | | | | | | ★ | |
| Soroptimist Club | ★ | | ★ | | | | |
| Children's Medical Center | | | | | ★ | | |
| Women in Community Service | ★ | | | | ★ | | |
| Chamber of Commerce | ★ | | | | | | |

The following is a listing of agencies and institutions one home economics city supervisor worked with for cooperative programs in the area.

Council on Family Relations
Council on Children and Youth
Child Conservation Leagues
Preschool Associations
Planned Parenthood
Parent Teacher Associations
Y.M.C.A.
Y.W.C.A.
March of Dimes
A.A.U.W.
Council of Jewish Women
Metropolitan Housing Authority
Cooperative Extension
Day Care Centers
Parent Cooperatives
Child Welfare
Public Health
Community Planning Councils
Urban Renewal
Model Cities
Office of Economic Opportunity
Better Business Bureau
Legal Associations
Organized Labor
Consumer Associations
Community Service Agencies
Junior League
Business and Industries
Hospitals
Medical Colleges
Medical Associations
Mental Health Associations
Churches
Public Libraries
Departments within Educational Institutions

Mass Media – T.V., Press, Radio

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# IV. ANCILLARY SERVICES AND ACTIVITIES TO ASSURE QUALITY IN HOMEMAKING EDUCATION PROGRAMS

Much evidence has been brought to light that indicates many consumer and homemaking programs are not focused on life as it is *really* lived today. The programs that are planned for youth in school, out-of-school youth and adults, and the coordination of cooperative group effort require the support of a variety of ancillary services. These services encompass curriculum development, demonstration and experimental programs, research, instructional methods and materials, equipment and teacher education programs. Only as these ancillary services are provided can any program get underway. It is further emphasized that only as new teachers are prepared and as experienced teachers, supervisors and teacher educators, at all levels, are retooled to be effectively and professionally responsive to a dynamic social and economic scene, can needed educational changes be implemented in the public school system. This calls for maintaining a communication pattern which is a two-way avenue among those responsible for one or more of these services, those in the state department, as well as with those in school and adult homemaking programs who are users of these services.

It is not proposed that the following suggestions are totally new and innovative but instead represent an effort to cope realistically with ways in which the ancillary services may be redirected and/or expanded.

## I. PRESERVICE AND INSERVICE TEACHER EDUCATION

### A. Establishment of Immediate and Long-Range Priorities

The way it has always been done is not necessarily the most effective way to improve the preparation of teachers. It is suggested here that within each state all of the vocational home economics teacher educators, state department of vocational education supervisors, and representatives of the home economics substantive areas develop a plan for establishing immediate and long-range priorities for expansion and redirection of inservice and preservice teacher education program. In devising a plan of this type, it is imperative that the avenues of communication be open among state department personnel, teacher educators, school administrators and specialists in the substantive areas. Possible strategies for accomplishing this might include:

1. recruiting a teacher education council to assist in pointing direction and in assessing alternatives. Include teachers, teacher educators, student teachers, homemakers, school administrators and such others as may have informed judgment regarding the specific program or aspects of the program under consideration.

2. assessing the social and cultural conditions and needs of the state in terms of the kinds of curricula and teacher competences needed in order to serve every segment of the society from the severely economically depressed families all the way to the affluent families.

3. ascertaining the current status of consumer and homemaking education teachers in terms of their efficacy in selecting content and teaching in relation to the age, ability and social and economic group(s) involved.

4. determining the supply of and demand for teachers for consumer and homemaking programs which are needed in the state.

5. constructing a typical occupational situs for the consumer and homemaking education teacher to identify all of the interstitial groups and the separate as well as concomitant roles she must assume in her profession.

6. utilizing data collected and analyzed in the steps above; suggestions of the advisory committee; recommendations of an "outside" evaluation team which is neutral in its purposes in undertaking the evaluation; and own professional expertise, identify immediate and long-range priorities.

Based on these strategies and others, those responsible for developing preservice and inservice programs in the state may utilize the priorities established for developing plans of action.

### B. Some Alternatives for Implementing Plan of Action for Priorities

It is postulated here that many states will gather evidence that points to the need for redirecting and expanding teacher education programs to focus directly on the learner. If a true measure of a teacher education program is *not* in what the teacher does but in what learners do, then teacher education must start with the ultimate product—the learners who are taught by teachers who are trained. In a like manner this should be an important factor in planning as well as evaluating the teacher education program. Therefore, it follows that:

1. If the learner is to achieve his individual potential in a democratic society he must possess self-acceptance, feel himself to be an individual of dignity and worth, accept others for what they are, engage in coping behavior, set realistic goals for himself and utilize available resources in attaining goals.

2. If the learner is to be able to utilize his education in fitting into the society when knowledge is multiplying at a rapidity inconceivable to man, he must acquire a style or system for securing answers to his questions—problem-solving, inquiry learning; he must acquire a knowledge of the fundamental concepts of various realms of meaning which will provide him with a structure into which he can plug new knowledge or learning as he continues to learn.

3. If the learner is to be adept at inquiry learning and is to gain a knowledge of conceptual structure, he must come to grips with these as the teacher assumes the role of implementer.

4. Because each human being is a unique individual differing from others in his mentality, physique, social background and ways he meets his needs, if the teacher is to effectively help each learner achieve in terms of the preceding paragraphs, she must first of all be a diagnostician of the learner and of his skill setting, and of her substantive field that is to be taught.

5. Because the teaching-learning process takes place across long and short time periods, the teacher must be an organizer of her content field, the classroom, her methodology and materials in light of her diagnosis of the learner and his objectives. It follows, then, that the teacher's role as implementer must be supported by that of organizer and evaluator.

These propositions set forth above provide the frame of reference for the remainder of this paper. However, it should be clearly understood that such a framework allows each state group and each teacher education institution freedom in selecting those alternatives which are best for a viable program in local situations.

Although some states may find their teacher education needs so diversified that they will select several of the different alternatives set forth below as priorities, probably no single state will find it prudent to utilize all the alternatives. Some suggested alternatives for the preparation of home economics teachers are:

1. Balance in Learning Domains. If present teacher preparation programs use most of the time in cognitive learning, these programs might be redirected toward a balance in cognitive, affective and skill learning.

2. Generalist. If present conditions tend to remain and present practices are deemed the best, homemaking teachers might receive preparation that results in greater flexibility for being a generalist in terms of learners' ability, social and economic level, and as curriculum and teaching materials developer and evaluator.

3. Specialist. If there is a need for many areas of specialization in order to provide maximum flexibility for diagnosing the motivations and aspirations of their learners as a basis for selecting appropriate content and strategies for teaching each learner in such a way as to help him develop to his fullest capability, the several alternatives below are posed for achieving this goal:

    a. Differentiated staffing. If the teacher base is to expand upward, one alternative is differentiated roles for school personnel. These roles, to name a few, include curriculum and research specialists; master, staff and associate teachers; instructional media technicians; "connectors" who are communication links between the school and families in economically depressed areas, or, families from uniquely different social and ethnical backgrounds. Physical and financial resources do not appear to be the limiting factors in establishing differentiated staffing in the schools, rather, the chief deterrent seems to be the fact we are caught in a lockstep of traditional organization structure.

    Differentiated staffing might mean the selection of individuals to be prepared for specialization in different areas of home economics. Staff so prepared would be on an equal professional level but each would have a specialized contribution to make so level would not be a selection factor. States would find that the special interests and abilities of the candidates as well as the demand and/or need for such a specialty would provide better selection criteria.

Differentiated staffing might be in terms of preparing home economics teachers for specialization in teaching different ability levels or social and economic levels. For example:

* teaching bilingual learners in ghettos, urban and rural economically depressed areas, at all ability levels
* teaching all ability levels in middle class families
* teaching all ability levels in affluent families
* teaching all social and economic level learners who are slow or retarded learners much like special education teachers today
* teaching learners from all social and economic levels who are average in ability
* teaching learners from all social and economic levels who are academically talented

Many homemaking teachers find themselves in situations where they must teach learners from all ability, social and economic levels. If they achieve expertise in selecting content and teaching strategies along these many lines, there is little room left for much else. Differentiation then might be in terms of:

1. working with individuals and small groups
2. preparing self-instructional and other curriculum materials
3. technical responsibilities such as computer programming, television production and utilization of other educational hardware
4. preparing instructional materials for the different kinds of learners
5. preparing evaluative materials
6. preparing paraprofessionals to assist and then supervising and supporting them

b. Team Efforts. If the home economics teacher is to be effective she must be prepared for a unique role in coordinating her efforts with those of a vast number of agencies concerned with and working on consumer and homemaking education, problems of the disadvantaged and other ways to help all families. Therefore, she might be prepared to be a key member of either a vertical or horizontal team.

As a vertical team member she might serve as a coordinator or consultant for all levels or as a teacher at one level. The team might be composed of elementary, economics and social studies, industrial arts, consumer psychology, business education and home economics teachers.

As a horizontal team member, the home economics teacher might be prepared to correlate her efforts with those of other teachers who are working simultaneously with the same students; to divide concepts to be taught and share in teaching some of them in a unified course; to coordinate her efforts and those of her team with those of other professions and agencies who have similar concerns—but who work outside the school setting as described in another paper included here.

4. Learning Experiences for Teachers. Vocational education cannot afford to rest on its laurels for having been first to utilize full-time off-campus student teaching programs for the professional preparation of teachers. With increasing numbers of prospective and experienced teachers needing realistic learning experiences in so many specialized areas, in addition to or in lieu of the usual teacher education program experiences the supervisor and teacher educator might utilize many combinations from:

Field experiences in
    adult classes
    business
    correctional institutions
    externships
    internships
    mental hospitals
    special schools for the physically and mentally handicapped
    summer experiences with adolescents
    tandem teaching
    urban depressed areas

Experiences in working with
- different economic levels and ethnic families
- instructional specialists and technicians
- master teachers
- parents
- teacher aides

Campus participation in
- interaction analysis tapes, films and episodes
- micro-teaching
- sensitivity training over a period of time conducted by qualified personnel
- simulated situations

Each state has its own certification criteria and each college and university has its own program for teacher education. Therefore, the specifics for a teacher education program cannot be set forth here. Only those suggestions that can serve as real alternatives for most programs are presented. However, a claim can be made for a sequence of learning experiences or activities through which a learner progresses as he internalizes a concept or arrives at the level of concept formation.

Some of the ideas presented by Woodruff1/ offer a schema for ordering learning experiences which can be used by the teacher as she deals with her learners. This system can be used equally well by the supervisor and the teacher educator as they implement inservice and preservice education programs. The sequence starts with experiences designed for orienting learners to the concept to be learned and builds on manipulation, experimentation, application, validation and generalization experiences as described below.
Regardless of whether it is teaching the concept of methods in home economics education, or bases and sets in mathematics, or atoms and molecules in chemistry, or the Keynesian theory in economics, or nutrition or consumer education in home economics—the learner *first* must have an orientation to the concept to be learned. This could be accomplished in a variety of ways: the teacher could show concrete examples of the concept in some cases; could describe it in others; demonstrate it in still others; show films; provide reading materials, etc., in others.

Personal experience with the concept is given the learner when opportunities for manipulation are provided him. In the case of concrete objects this can be achieved through touching, feeling, smelling and "working" the object. For abstract concepts it can be achieved through discussing, describing, comparing and other forms of verbalization.

A third level of experiencing is provided the learner when he experiments with the concept to ascertain both what it is and what it is not, what it will do and what it will not do. Laboratories, field trips and debating are examples of some ways to provide this.

Next the learner should have the opportunity to apply in a real situation his learnings about the concept and should finalize his activities with *validating* (e.g., reading, resource persons, etc.) and *generalizing* about the concept.

If teacher education is to develop diagnosticians, organizers, implementers of data to produce inquiry learning and concept formation, evaluators and interpreters, then teacher education must utilize the theory it teaches by providing opportunities for teachers to gain an orientation to each of these roles followed by opportunity to manipulate, experiment, apply, validate and generalize.

### C. Planning and Evaluating the Program of Priorities

Different states will need different plans for determining who will provide the training and/or retraining for teacher aides, paraprofessionals, prospective professional teachers, experienced professional teachers, teacher educators and supervisors. For example, teacher educators and/or supervisors might provide training for experienced teachers or paraprofessionals. On the other hand, teacher educators and/or supervisors might prepare teachers to train teacher aides and paraprofessionals. Some of these inservice education experiences could be provided in special institutes, workshops, short courses, study groups, practicums and, in time arranged for an exchange of assignments between teachers and supervisors in other areas, for interning with a college or state supervisor. Another means of inservice education was pointed up by a study2/ which identified the need for State Departments of Vocational Education to phase out of the business of supervising classroom teaching and in its place provide large scale demonstration and pilot programs for big segments of teachers.

In brief, the alternatives set forth above for teacher education programs at both the preservice and inservice levels are only a few of the ways of making consumer and homemaking education more relevant to each person who is being educated, to the cultural context, to the urgencies of the day and to the future. These should generate other creative alternatives. But, in the final analysis, those alternatives should be selected which help the particular state best implement its plan of action for immediate and long-term priorities.

As priorities are identified and alternatives for acting on them are chosen, the total plan should be developed and clarified both at the state level and at each institution of higher learning. Then, target dates should be established at both levels and a Programmed Evaluation Research Technique (PERT) plan developed. Continuous evaluation and schema for keeping the lines of communication open should be an integral part of the plan. States may devise a similar PERT plan or select from one of a variety of patterns which might be developed and adapted to the particular situation.

A cursory look at the social scene today suggests that teacher education and state supervision might do well to expand what they teach about socially and economically deprived families; how to work with parents, advisory committees legal aid societies and other social and community agencies; how to evaluate a total consumer and homemaking education program in addition to evaluating pupil growth; consumer education in the area of supplies and equipment for schools; how to teach informally during home visits, school extra-class activities and the like; and communicating effectively.

## II. CURRICULUM DEVELOPMENT

When American youths recognize what an exciting intellectual experience it is to apply the analytical and decision making tools of home economics to consumer and homemaking problems, they will not only aspire to a better quality of family life but may also be inspired to choose from the various areas of home economics a career at the entry or technical or professional level. However, to have the greatest impact, programs must be oriented to the learner's current concerns and the recognizable interests held by them and their families.

Since everyone is a homemaker and a consumer all of his life, it is urgent that schools provide education that enables students to be informed and conscientious family members as well as buyers of those goods and services needed through a lifelong process.

The problems of curriculum development center, then, around the selection, organization and synthesis of content, learning and evaluative experiences in such a way as to permit every learner to realize those objectives which are meaningful to him and his growth.

### A. Decision Makers

After needs are assessed and priorities established, there are many schemata for states to utilize in decision making about curriculum development. Regardless of the one utilized, it is wise to reassess periodically the relative merits of each. Some of these are:

1. State Curriculum Committee composed of state department personnel, teacher educator from each institution and selected teachers who work with an advisory committee in identifying "scope and sequence." Each institution works on its "assigned" portion to be researched and then developed in cooperation with subject matter specialists, teachers and state department personnel.
2. State curriculum specialists who work with selected teachers and groups in curriculum development research.
3. State department identifies conceptual structure and provides leadership for the development of curriculum materials for appropriate grade levels. Local teachers adapt their curriculum using these concepts as guides.
4. Scholars in the subject areas develop sequential curriculum guides which teachers use.
5. The "unipac" idea where supervisors, teacher educators and scholars develop curriculum. Teachers prepare the "lesson plans" which may be deposited at a central place and in so doing may receive copies of all materials deposited by other teachers.
6. The state develops several curriculum models from which local schools may choose.

### B. Identifying Organizers for Content and Learning

Whichever of the above schemata or other systems is used in consumer and homemaking education curriculum development, it is necessary to identify its "scope and sequence" or "conceptual structure" or "outline." Any one of several techniques might be utilized. For example:

- A job analysis technique where those major and common activities of all consumers and homemakers would reveal the concept organizers.
- A content analysis based on the formal areas.
- An analysis of roles in homemaking.

Depending upon the technique utilized, the curriculum might be organized around:

- the fundamental concepts of consumer education utilizing those areas of home economics that serve as vehicles for making the learning real.
- the unifying concepts in home economics using the traditional home economics areas again as vehicles to emphasize these concepts.
- the traditional home economics areas emphasizing consumer education in each one.
- the role concepts, such as dual role, consumer role, homemaker role, parental role, marriage partner role or managerial role.

## III. DEMONSTRATION AND EXPERIMENTAL PROGRAMS

The whole process of teacher education, curriculum development, instructional materials and demonstration and/or experimental programs is circular in nature. As data are collected about the nature of the learner, about content analysis of the curriculum, the social and cultural needs, teaching strategies and different teacher preparation programs, then instructional and curriculum materials must be developed. The next step is obvious—test these things experimentally or through a demonstration program. The analysis of the demonstration and/or experimental programs yields data which suggest modifications in the materials or strategies which in turn need testing and the whole cycle begins again. Demonstration and/or experimental programs might be conducted to improve programs for youth in school; out-of-school youth; adults, or any one of the ancillary services. For example, a demonstration program for any of the first three groups might be provided by a test laboratory for students that affords them opportunities to experiment with aspects of consumer buying. On the other hand a pilot program, involving a traveling supervisor who assists teachers at all levels in devising meaningful learning experiences for students while employing teaching techniques most suitable to the nature of the learner might be initiated. Other programs might be in areas of special content or organization of learning experiences for different kinds of learners.

It cannot be overstated that some of the demonstration and experimental programs undertaken will not meet with the measure of success as was intended. By no means should one unsuccessful venture deter the process of devising new programs. Each success or failure opens up new vistas for providing opportunities for making the teacher-learning situation more adaptable to the individual learner.

There are different avenues for setting up demonstration or experimental programs. Some of these are:

- A city or county school system in cooperation with a RCU plan, conducting either a demonstration program and/or an experimentally designed one. In either instance, provision should be made for continuous evaluation, feedback and input back into the program. If it is a demonstration program, it should be extensive enough to be effective and arrangements provided for visitation to the program by professionals.
- Selected teachers and schools cooperate with a college or university and/or with the State Department of Vocational Education in much the same manner as that set forth above.
- Local school systems generate their own ideas for demonstration and/or experimental programs, prepare a proposal for the program and submit it to their local administrative unit, or to the State and/or Federal agencies for support, depending upon the nature of the program.

Any of these three or other schemata previously suggested would be of current concern.

## IV. INSTRUCTIONAL MATERIALS

The age of technology has brought with it educational tools that are of increasing importance in the teaching-learning process. One way or another the public schools need ancillary services to acquire these materials. Newer concepts in school organization, ones that go hand-in-hand with certain forms of differentiated staffing, provide support centers for the instructional teams. These support centers might include materials creation centers, computer centers, inquiry centers, self-instructional centers or other similar groupings. All of these, however, demand more and new media developed by educational experts. If technicians and professionals work together in the identification of effective kinds of materials as well as in their production, more credence can be given to such ideas as individualized instruction.

To be most effective, complete sets of instructional materials are needed. Today the realities of unlimited possibilities as well as the technology of educational media is evidenced by such systems as computer assisted instruction; audio-tutorial or integrated media teaching; learning system approach; micro-teaching; video-tape recording; educational television and other educational software and hardware.

Several publications are available on this topic. One3/ is highly recommended as especially pertinent for vocational educators.

## V. PROVISION OF EQUIPMENT

There are no magical formulae which can be offered to help teachers in the purchase of equipment needed to promote effective programs of consumer and homemaking education. As it is necessary to individualize instruction, so it is imperative that the equipment be essential to the program in the individual teaching-learning situation. The term equipment is used here to include not only the standard appliances found in most home economics departments today but also such items as movable cabinets with storage and tackboard areas and/or a chalkboard usable as room dividers; air walls; audio-visual equipment including the overhead projector, video-tape recorders and single concept film loop projectors; trapezoid, rectangular and stacking tables; movable electrical outlets; and travel trailers for transporting supplies and portable equipment and for use as models for certain aspects of homemaking and consumer education.

The equipment provided in home economics departments should afford all students opportunities for decision-making. Equipment should also afford all learners, regardless of social or economic background or any other external forces, maximum provision for "learning how to learn"4/. In an educational environment which affords the learner opportunity to "learn how to learn," there is a need to:

- Purchase equipment which is flexible and multi-purpose in its use. Much of the equipment used in programs of teaching today should be adaptable not only to the in-classroom environment but to environments outside the classroom in which teachers can assist families in improving their consumer and homemaking activities. This points to the need for securing portable equipment and minimizing fixed installations for (a) teaching on the home visit; (b) teaching as a supervisor; and (c) use in various space areas in the department.

- Exercise "educational judgment" as to which piece of equipment to buy. There may be considerable value in renting much of the equipment used in the classroom; e.g., special makes of appliances needed essentially for demonstration purposes; and audio-visual equipment as some types of projectors. This could minimize not only the initial capital outlay and cost of upkeep but increase the insurance of having departments equipped with the most up-to-date physical resources for use in home economics instruction.

- Consider the selection of equipment which is most adaptable to group work as well as to individual work. Where there are opportunities for decision-making, improved group relations related to achieving the behavioral objectives, and challenging the values of the learners, the provision of equipment has created the setting for the "learner to learn how to learn."

## VI. RESEARCH

As state priorities are identified and answers to questions are cooperatively sought, a sound research program should be developed to acquire objective and valid information basic to the program. Three general types of research studies might be considered. (1) Descriptive or survey studies as well as "one-shot" pilot or pre-experimental studies provide foundations for studies of (2) experimental design. However, (3) action research carried on by classroom teachers should also receive high priority as they provide clues for further investigation.

States should utilize the services of its Research Coordinating Unit or other agencies with similar functions to assist in identifying research priorities and gaps, as well as needed and needless replications. Local schools and state departments should utilize the services of home economics teacher educators who are skilled in research to obtain essential information.

As research problems are cooperatively identified and appropriate research designs are developed for a state, valid demographic data about families, teachers, learners, materials and consumer and homemaking programs are accumulated; relationships and interrelationships of factors that operate together within this scene are identified; and the efficacy of various methods or combinations of methods, materials and personnel is revealed.

Research, demonstration or pilot programs, experimental programs and evaluation go hand-in-hand as they provide valuable data for planning all aspects of the vocational home economics program and therefore these facets should be planned and used together.

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## V. EVALUATION OF PROGRAMS

How to systematically evaluate the effectiveness of consumer and homemaking education, as defined by Part F of the Vocational Education Amendments of 1968 in order to have evidences of benefit from Federal, state and local funds expended need to be considered as an integral part of program planning and development.

Offerings in consumer and homemaking education are continuously changed and modified on the basis of logical evidence gained from previous experiences but little, if any, empirical data have been gathered to systematically evaluate the rationality of these decisions. For the purpose of this paper the focus is on the collection of substantive data to measure the impact of programs in consumer and homemaking education, as a part of the home economics program.

Since Part F, Amendments of the Vocational Education Amendments of 1968, is supported through June 30, 1972, it is appropriate to plan evaluation activities so they may be started in *early fall 1969.* Benchmark data need to be collected and some system worked out for continuous gathering of evidences of benefits attained so they are available for use by the *spring of 1971,* if needed in gaining continued support for consumer and homemaking education.

**Suggested Guidelines for Evaluating Consumer and Homemaking Education, as a Part of the Home Economics Program.**

Following are suggestions to pursue in developing a plan for evaluation:

A. Devise a systematic plan for evaluation when a program is begun or modified.

To implement this evaluation plan it is necessary to designate a leader or leaders and delegate evaluation responsibility to those involved in the program. All planned evaluation procedures need to be checked for validity and resources to facilitate evaluation identified. In many instances, it is desirable to provide financial aid and release time for personnel in order to carry out extensive evaluation of a program.

When leadership for evaluation is provided at the state level, the local program(s) may benefit from using these same individuals as consultants for local program evaluation.

B. Plan in relation to other evaluation activities.

Expanded efforts are underway in some states to evaluate total vocational education programs as well as elementary and secondary programs. Any scheme developed within a state to evaluate home economics education programs should supplement or dovetail with:

(1) the strategies states and local systems are developing for reporting and for data gathering activities, conducted as bases for projected yearly and five-year plans for vocational education;

(2) the joint U.S. Office of Education/States evaluation survey of elementary and secondary education, including vocational education, in which 17 states are participating;

(3) studies being conducted at the state or local level to show benefits from home economics and other vocational programs for public information purposes.

C. Limit evaluation plan to a sample of programs.

Since time and staff in home economics education may not be available to conduct extensive evaluation activities, it is suggested that a plan be developed for sampling the programs within a state or local system, and the cooperation of the administrators and teachers be solicited in doing in-depth evaluation studies over a period of time. Such a sample might include:

(1) the total number of programs in homemaking education offered in areas classified as "economically depressed" or areas of high rates of unemployment. Included would be both programs for in-school youths and those for out-of-school groups.

(2) a limited number of schools, representative of the remainder of the state. This number might be 5 to 7, selected as a convenient sample rather than a stratified random sample to represent various: (a) sizes of

schools, (b) socioeconomic, cultural or ethnic differences, (c) types of home economics programs, including varied programs for in-school youth and out-of-school youth and adults, and (d) geographic locations. In selecting these schools it would be well to consider factors which would give some assurance of continuity in the home economics programs being offered, such as, stability of the administration, of the teachers, of the student body, and schools which have the support of home economics by staff, school board and community. Among the schools selected might be one which already offers what might be judged as a "good" consumer and homemaking education program which seems to reflect the directives from the legislation, and others willing to make certain changes reflecting the legislation. Comparisons could be made of outcomes of these various "models" in identifying characteristics of programs which seem to be most effective.

D. Follow steps in the evaluation process.

In developing a plan for evaluating home economics programs and gathering evidences of benefits gained by those who enroll one needs to think through the commonly used steps in the evaluation process: (1) Assessment of local socioeconomic and cultural conditions which affect consumers, home environments and quality of family life, as a basis for (2) establishing objectives for the program, and (3) gathering, recording and summarizing evidences of achievement of the objectives as bases for determining extent of benefits and for reassessment of need and for setting new objectives.

(1) Assessment of local socioeconomic and cultural conditions which affect consumers, home environment and quality of family life. This may be done by using one or more of the following:

- advisory groups for the total local home economics program, or subgroups for the consumer and homemaking education aspects of the program. Selected to serve in an advisory capacity might be those in a position to know needs of consumers and of individuals and families, such as representatives of welfare and health departments, credit unions, banks, the courts, Parent Teachers Association, ministerial associations, a merchant (such as a supermarket manager or a manager of a neighborhood grocery in a low income neighborhood) and a Public Housing Authority representative. Low income groups themselves have leaders who should be members of the advisory committee.

- census data which provides such information as range of incomes, number of mothers working, size of families and proportion of intact families.
- surveys to secure such information as eating habits of students and families (a three-day record gives a good sample); work and home responsibilities of students; arrangements for day care of children; aspirations of students and families; availability of desirable housing; shopping facilities, including accessibility, range of merchandise, quality in relation to price, opportunities to buy on credit, interest rates, products and services being purchased; major employment opportunities with salary and wage ranges, and employment stability. Pertinent information may already be available from surveys previously done by such agencies as the Chamber of Commerce, local newspapers and the business research, public health and welfare departments of state universities.

- informal observations which provide data on such as appearance of students and people in the community; attitudes toward the aging, youth and children and general appearance of the business and residential areas, including conditions of exteriors and interiors of homes.

- listening to students provides information in some areas such as personal concerns; family problems and attitudes toward education.

(2) Establishing objectives for the consumer and homemaking aspects of the home economics program in terms of desired changed behavior of people, based on results from assessment of socioeconomic and cultural conditions. Objectives are established in relation to the life styles of the group being served. Johnson states that well-written objectives should say three things—what will a student be able to do, under what conditions will he be able to do it and to what extent can he do it. Educational objectives for specific offerings are derived from the study of students, consideration of societal conditions and the judgment of informed educational specialists, according to Ahman and Glock. Some examples of needs identified from assessment of socioeconomic and cultural conditions and program objectives on which it would seem important to focus attention might be:

For programs in an economically depressed area in a city—

For youth in school:

Condition: Diets low in iron, protein, calcium and vitamin C.

Suggested Objective: Improvement in adequacy of students' diets in meeting recommended requirements for adolescents.

For out-of-school youth:

Condition: Poor self-concept and lack of trust in adults.

Suggested Objective: Students show pride in work and accept praise from teachers.

For adults:

Condition: Family debts, poor buys and lack of knowledge on use of credit.

Suggested Objective: Families develop sound financial plans, use credit wisely and purchase items needed which are of quality to meet purpose and within budget.

Condition: Working mothers are too tired at night to spend time with children and housework is never finished.

Suggested Objective: Mothers are able to manage so essential housework is completed and some time each day is spent in creative activities with children.

For program in upper middle income community—

For youth in school:

Condition: Parents busy with social life and students have money, cars and freedom.

Suggested Objective: Students are developing interests in creative activities and service projects.

### (3) Gathering, recording and summarizing evidences of achievement of objectives.

The collection of *quantitative data* yields important factual information such as the number of learners enrolled in the various facets of the total home economics program, as well as the number and classification of those not being served by the program. Numerous sources are available for obtaining numerical classifications, such as sex, age and occupation of parents or of adult students. Specific enrollment figures are needed to show the percentage of expansion that is more than normally expected due to population growth. Quantitative data may be secured from records and reports in the State Department of Education and from local school records.

*Qualitative data* about the benefits from the consumer and homemaking program aspect of the home economics programs are equally as important as quantitative data. The achievement of students in terms of knowledge gained can be ascertained by the use of pretest and posttest results. These tests can be constructed to measure application of knowledge as well as facts and principles.

Of equal importance are learnings other than knowledge; for example, the change in self-concept seems desirable to measure at the beginning and end of a program for disadvantaged youth and adults. An instrument similar to that used by the Regional Rehabilitation Research Institute1/ might be desirable to administer. Family life programs might find useful the instrument, the Parental Attitude Research Instrument, which was administered in a study of culturally disadvantaged mothers by Radin and Glasser2/. Remmers3/ developed an instrument on future parents' views of children which might serve in measuring changes in ideas about child rearing before and after studying child development. Another approach to show benefits from a program would be clarification of values; Raths4/ provides suggestions for value clarification that might be profitable for evaluation. Written statements by students could provide data on values they hold toward certain concepts such as money, savings and work.

Observations to show results of a program may furnish valid data if a team approach is used to observe conditions before and after a program. To increase validity, consensus of several informed persons is desirable to use in the evaluation process. How the quality of teaching promotes learning on the part of the learners has recently received a great deal of emphasis. Raths' book, *Studying Teaching*5/, provides clues for the evaluation of teaching. Both the preservice and inservice teachers might attempt to evaluate their own roles in providing an atmosphere conducive to learning.

## E. Illustrative Case Situations

To be more specific, several case situations illustrating *evidences of benefit* from programs in consumer and homemaking education, with the characteristics designated under Part F of the Vocational Education Amendments of 1968, and how data might be gathered, recorded and summarized, are described:

(1) Home economics programs which give greater consideration to social and cultural conditions and needs, especially in economically depressed areas:

- A homemaking teacher was assigned to a public housing center in an inner-city area to work with the families there. She visited each family and talked with them about their concerns about food, care of children, getting the housework done and their goals; she observed care of the apartments and hallways, clothing of the family, and attitudes towards others. She recorded data as benchmarks against which to evaluate results from an educational program and she kept running records of evidences of progress. After two years of classes and work with individual families some of her records and observations were summarized and compared to data collected the two years earlier. These are some of the evidences of benefit shown from the evaluation:

  .families had improved eating habits and their money and food stamps were buying more food and a variety to meet acceptable nutritional standards.
  .apartments and hallways were cleaner and managers reported need for fewer repairs in household equipment.
  .due to the interest and request by families in adequate care of children, a day care center had been added to the facilities for children of working mothers.
  .some families had managed their finances so they had made down payments on their own homes.

(2) Encouragement of professional leadership:

- In one large community day care centers were expanding with the need for both aides and professional staff. Few individuals in the community seemed to be attracted to this field of employment. This was reported by the directors of the centers. In response to the need, units in child development offered in the ninth grade homemaking courses in all of the high schools were expanded to include a study of the opportunities for careers in child care and guidance. Observations in day care centers and nursery schools were provided and interviews were arranged for with aides, assistants and directors. After two years, enough interest had been developed that courses were being introduced into the school program for preparing child care aides and a sizable number of students indicated in their school records of plans for the future and their interest in enrolling after graduation in either a two-year or four-year program in child development. One class of older women had completed a training course for preparing child care aides. The day care center directors placed all of the trainees and indicated they could place all who completed either the high school or adult education training programs.

(3) Home economics offerings which include preparation for the role of homemaker or contribute to the employability of such youths and adults in the dual role of homemaker and wage earner:

- In a community in which large numbers of young women were employed in two garment factories, a member of the home economics education advisory committee, a supervisor in one of the factories, reported that the rate of absenteeism was high among employees, largely due to family and health problems. Exact data were obtained from both factories on this question. In response to this problem an adult education program on "Management for the Working Woman" was initiated, including group sessions and individual consultation service offered in the factories at lunch and breaktime. The supervisors encouraged the employees to participate in these sessions. After a two-year time reports from the factories indicated that:

  .absenteeism had been cut 75% and when absences did occur, few were due to family problems
  .there was a 50% increase in use of the credit union and savings had increased.

  In the high school the family living course was revised to give emphasis to preparation for the dual role. Pretest and posttest scores on a problem-type test showed an increase in understandings important for managing home and family responsibilities and working outside the home. A follow-up study was planned of a sample of the girls enrolled in the course, after they had established their homes and were also working outside, to judge their ability to manage the dual role. A checklist was planned for use by the homemakers and their husbands to evaluate their management abilities. A similar sample of young working homemakers, who did not enroll in the family living course, were also to be interviewed and scores from the checklist compared.

4. Home economics offerings which include consumer education:

- A semester course in consumer education and home management was offered for senior high school students. Records were kept of the number of boys and girls enrolled and the proportion of the total school enrollment for 11th grade high school students. Diaries were kept by students to record how they were using what they were learning in this course. A summary of the student evaluations were summarized after two years. Some excerpts were:

  "I never realized how much my car was really costing me before I started keeping records in this course. When I finish payments on it I could have almost bought two cars! I realize now I should have figured out how much interest I would be paying. I will do this the next time I buy a car."

  "Labels should be read carefully. The size of the package or container may be deceiving. Also in buying foods such as meat pies we should analyze how much meat we are really getting. I am now helping do the grocery shopping."

  Parents of these students also reported the help they had been to them in reading contracts, insurance policies and guarantee statements. These reports were given when the teacher interviewed the parents by telephone. The evaluations were recorded and added to the summary of evaluations from the students.

## F. Longitudinal Approaches to Evaluation

Obtaining evidences of long-range benefits from offering consumer and homemaking programs is difficult, largely due to mobility of population. Some states are assigning the follow-up of former students to their Research Coordinating Units or other educational service units. Some local school systems are attempting follow-up of former students by sending annual letters with an opportunity to indicate a change of address, and a request to complete a brief questionnaire about themselves. Such longitudinal studies seem essential for long-range planning.

One productive group to evaluate at regular intervals on the benefits of consumer and homemaking education might be girls and boys who were former F.H.A. members. These individuals could be compared to a similar group of former students who were not members on such things as: ability to understand and use group processes, understanding the developmental levels of children, satisfaction with the homemaking role, and attitude toward cultural groups different from his or her own. *An Advisor's Guide to Help Future Homemakers of America Evaluate Their Own Growth*6/ might be helpful in identifying emphases to evaluate.

Homemaking students who have had a semester course or at least twelve weeks concentration in consumer education might be compared with students who have not experienced such an offering. This comparison might be especially meaningful in an "economically depressed area." This could be accomplished at the end of the offering, two years after the completion of the course and five years later in time. One specific objective that might be evaluated is the ability to understand and use consumer contracts, warranties and owners manuals. Another might be the ability to apply the decision making process to the choice of consumer products. The educational, psychosocial and economic outcomes of the students might be possible to include in the evaluation, as suggested by Moss7/.

Many states have revised their curriculums in terms of the report, *Concepts and Generalizations*8/, but few teachers in these states are systematically recording reactions to any portions of these curriculums. As a result, those involved in curriculum revision several years later do not know the answers to such questions as: Are the concepts valid for a particular school or community? Are the learning experiences meaningful for the students? How were the concepts evaluated? If teachers were assigned certain portions of the curriculum materials and asked to keep marginal notes on the parts used, there would be basis for revision. Students could also give their comments on the learning experiences used. Gronlund's9/ book, *Readings and Measurement and Evaluation,* gives suggestions for curriculum evaluation.

It is realized that it is almost impossible to validate direct benefits from offerings after a period of years because of extraneous factors intervening but there does seem to be merit in comparing a sample group which has had homemaking education and a group which did not. A business operation employing large groups of women offers a potential for obtaining groups to compare on such areas as money and time management, role identification, use of the decision making process, satisfaction with children and respect for the husband's role. Taped interviews would be one way of approaching the evaluation. The Hogg Foundation's publication, *Women View Their Working World*10/, might provide some clues for an evaluation of women pursuing a dual role.

Trying to find out how many former students enter home economics careers and careers in related fields might be worthwhile to pursue. Individuals who enter professional fields, as well as how many, and choices of former students who become paraprofessionals could be studied and evaluations secured of benefits from secondary and post-secondary programs.

Knowing the contributions of the courses in consumer and homemaking education to occupational education offers possibilities for a longitudinal study. This could be indirectly approached by asking occupational teachers and/or employers to evaluate students who have had consumer and homemaking education on such factors as: appearance, willingness to use sanitary procedures, responsibility shown toward equipment and personal-social relationships.

### Conclusions

Because of the difficulty of planning and carrying out evaluation of programs, it seems desirable to consider the following:

1. The employment of personnel specially trained in evaluation procedures in state and local positions.
2. Include in the budgets for home economics education programs at all levels provisions for resources needed for evaluation.
3. Set up in the state long range plan for evaluating home economics education programs.
4. State departments provide inservice programs to improve the evaluative competencies of supervisors and teachers of home economics in cooperation with teacher education instructions.
5. Teacher education institutions provide increased experiences for graduate students to participate in in-depth evaluation of programs in order to gain competency in the area of evaluation.
6. Provide for the dissemination of information about instruments appropriate to use in the evaluation of consumer and homemaking education.
7. Provide for the dissemination of the results of evaluation on consumer and homemaking education programs.

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## ADMINISTRATION AND SUPERVISION OF HOME ECONOMICS EDUCATION PROGRAMS

In any redirection and expansion of the total home economics education program it will be necessary to consider priorities and decisions in relation to administration and supervision of programs at state and local levels.

Consumer and homemaking education is one of several parts of the vocational education amendments of 1968 which has implications for development of home economics education programs to serve the needs of persons at all levels—youths in school and out-of-school youths and adults. In home economics there are common knowledge and skills that are essential to prepare persons for homemaking, for the dual role of homemaking and wage earning and for gainful employment in occupations using the knowledge and skills of home economics.

Some areas of concern that will need to be considered in determining priorities and making decisions include:

1. Types of programs to be provided:
    - for different age groups and levels of education.
    - to reach persons in depressed areas and areas with high rates of unemployment.

2. Personnel needs:
    - to carry on ongoing programs.
    - to initiate new programs.
    - to make needed adjustments in programs.
    - to provide new and different types of services.

3. Inservice education opportunities for staff:
    - to help them do their present job better.
    - to make needed adjustments in present job.
    - to assume new kinds of responsibilities.

4. Assessment of program needs and outcomes:
    - to set up long-time goals and plans for evaluation.
    - to set up short-time goals and plans for evaluation.

5. Dissemination of information to the various publics:
    - to expand types and amount of program information to the various publics.
    - to develop a variety of communication techniques.
    - to disseminate models of successful programs.

6. Involvement of various individuals and groups in program planning and development, and in coordination of resources for program development. Such as with:
    - other areas of vocational education.
    - other disciplines in the school.
    - other agencies and groups that provide services to families.
    - students and their parents.
    - community members.
    - others.

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# APPENDIX

# PERSONS TO BE SERVED IN THE INNER-CITY AND URBAN AREAS

presented by

Mrs. Zelda Samoff
Director
Social Welfare Program
Temple University
Philadelphia, Pennsylvania

How does one describe an urban ghetto? One can begin with a logical ordered statement of the problems and discover that there is *more* in the ghetto, more of everything Americans abhor: more people per square foot, more poverty, more hunger, disease, crime, unemployment, more rats and roaches, more illiteracy, more unsafe and unfit housing, more cynicism, hopelessness, loneliness, misery, and alienation. Or one can cite statistics about the urban poor, impoverishment in the midst of plenty, blacks and Puerto Ricans, higher neonatal death rates, larger families, broken homes, mental illness, or numbers of children, aged and disabled. Or one can describe the institutions in the slum—the antiquated and often unsafe schools, churches, hospitals, police stations, welfare offices.

But, having done all this, one has only a fragmented, impersonal, and highly inaccurate understanding of an urban slum. This denies neither the problems nor the statistics. Until, however, one feels the humanity of the ghetto, experiences its diversity and strengths, and translates the facts and figures into their impact on human beings, one is doomed to live with ignorance, myths, and stereotypes.

The unifying characteristic of all slums is stark poverty, poverty made even starker because it is surrounded and permeated by affluence. When 80% of a population is poor and 5% is rich and there is no known way to eliminate poverty, the situation is miserable. How much more unbearable and intolerable and hate-producing it is when 80% of the population is comfortable and 20% is poor, when society has the scientific and technological wherewithal to eliminate poverty and chooses not to. Poverty does not mean just that a family of four has an income of $3,335 or less. In the ghetto the family cannot produce food. It has to buy every single thing it consumes. Poverty means that four people are hungry. Hunger means loss of energy, means fatigue, apathy, and listlessness. Hunger means disease that we long ago could have eliminated. It means that the two children in the family will have difficulty learning in school or accomplishing the other tasks society sets for our young. Hunger means that a mother is less able to be patient and loving with her children, and that a father will be less able to perform well on his job or have the energy to seek one. Hunger means the slow deterioration, physically and spiritually, of the human being.

The family applies for public welfare. In November, 1967, welfare families receiving Aid to Families of Dependent Children payments, averaged, nationwide, $160.15 per family per month and $39.15 per individual per month. But Mississippi families averaged $34.95 and individuals $8.35.1/ "In his 1967 Economic Report, President Johnson said state standards in this area are 'miserably low', and cited 18 states in which a family of four is supposed to live on $45 a month—or less."2/

A major difference between us, middle-class people, and the slum dweller is that we have choice and he does not. Money enlarges choice. We drive to the supermarket to take advantage of a sale. We choose whether to have hamburger or steak, fish or fowl, and which day we splurge with a lobster. A poor family struggles to have meat once a week, to make a pound of meat stretch for several meals or to feed many mouths, and the real choice may be among potatoes, rice, or spaghetti.

We can decide where we want to live, whether we will rent or buy, get a house or apartment. We can bargain about repairs and remodeling. The poor pay more for less space. They take the housing as is. One of our students, in a social agency field experience, was recently startled by a new mother's concern about where the baby would sleep. "I can't put him in a crib," she said, "because the rats will get to him."

A middle-class person has choice about jobs; what he wears; whether he will go to a movie, a concert, or a ball game; buy a book, a pipe, or a piece of jewelry; where he will go on vacation, and which doctor and dentist he sees. The poor have no such choices.

Choice is not the only thing money buys. Money buys privacy. It buys the privacy of a bedroom for husband and wife; it buys children a quiet place to play, study, or sulk. It buys a separate room to eat in. It buys the privacy of a doctor's office instead of a clinic. Pay cash and no one asks how much money is in the bank, what the assets are, or whether there are relatives who can support.

Money buys legitimacy. It buys divorce. (In Philadelphia an uncontested divorce costs about $600. A wealthy person can marry four different men, have children sired by four fathers, and no one raises an eyebrow if that woman has $3,000 or more to buy divorces.) Money buys an abortion or pays for the seclusion of an unwed mother and the subsequent adoption of the child. Money buys birth control information and devices. In a sense, money buys morality. The poor have no money, but they have the same biological needs, the same desire for family life, and the same frailties and the weaknesses that characterize all mankind.

Money buys service and puts a value on one's time. Garbage and trash collectors are quite careful in middle-class neighborhoods, because the residents there know where and how to complain and because they often know important people. People with money make appointments for medical care and for dental care. Their time is valued. The poor get poor service. They sit for hours in clinics, herded like sheep, often for less than human treatment. No one places a value on the time of the poor.

Money can buy justice. A middle-class child steals a bicycle. The judge looks at the child and the well dressed parents, decides that there is obviously something wrong psychologically here, and refers the family for psychiatric help. The same crime committed in a slum area can result in a long prison sentence. (Recently it was discovered that a boy sent to jail for stealing a bicycle at the age of 15 was still there at age 22 and would have remained there indefinitely had not a lawyer become outraged.) Money pays for bail, for good lawyers, and for the discovery of legal technicalities and loopholes.

Money buys escape. Middle-class people who oppose integrated neighborhoods can afford to move to the suburbs. They remove their taxes from the city and their financial support and leadership from the public schools. In Philadelphia the public schools are now about 60% black.

Money can buy life. A pacemaker, the difference between life and death for some patient, costs about $1200. A person with money can live; a person without it dies.

In short, money has the potential to buy power, material comforts, health, justice, and morality. "Poverty is much more than a lack of cash. It is a way of life, all pervading, crushing, immobilizing, and destructive. It is self-perpetuating and infectious, spreading through regions like an infectious illness. And it is cruel, enervating, and dehumanizing."3/

Poverty characterizes all slums. In most urban ghettos, poverty is complicated by color. It is bad enough to be poor, but to be poor *and* black or Puerto Rican is more than just twice as bad. In the big cities, the shifts of the white population to the suburban ring, the in-migration of blacks from the South, the dislocation of blacks from agriculture, and the historical patterns of segregated housing are some of the factors that have contributed to solid black neighborhoods. This results in making the term *slum* or *ghetto* synonymous with black. Many of the white slums are now in suburbia. Those poor or near-poor whites left in the city are threatened by the changing neighborhoods and are most likely to resist, and to resist more violently, black movement into their territory. Suttles, in his discussion of a Chicago slum, states the problem succinctly:

> "In the background, of course, was the oppressive belief that the benefits of social life make up a fixed quantity and are already being used to the maximum. Thus, even the most liberal Italians assume that any gain to the Negroes must be their loss. On their own part, the Negroes make the same assumption and see no reason why the Italians should give way without a fight. Thus, whatever good intentions exist on either side are overruled by the seeming impracticality or lack of realism."4/

We have created many euphemisms for the black big city slum population: the disadvantaged, the culturally deprived, the indigenous poor, the inner-city residents. We talk about THE culture of poverty. This is a form of stereotyped thinking. The population must be disaggregated. There are many populations in the ghetto. There are as many life styles, perhaps even more, as in a middle-class community. Not everyone who lives in a ghetto is poor. Not everyone is disadvantaged. Some choose to remain in the ghetto for a variety of reasons. There are cultured and educated and talented people in the ghetto; there are homeowners and college students living in the ghetto.

Every slum has its own personality, its own unique flavor, and its own strengths. Harlem, by virtue of its size, location and history, has within it, perhaps, the whole gamut of ghetto communities which are found separately elsewhere. Harlem has a swinging quality, a feeling of "this is where the action is," a sense of vibrancy and life hard to describe. One has to experience it. Some slum areas give only a sense of oppression. It is not uncommon to see remnants of a slum, with large areas of rubble, where old houses have been torn down and new ones have yet to be built. These have a barren quality and capture the isolation and loneliness of a dying community. And some slums stand as mute testimony to the rioting and destruction which erupted in them.

Many studies, including those of Oscar Lewis and Daniel P. Moynihan, gave rise to what Herzog calls "culture of poverty themes." In her pamphlet, *About the Poor*5/ Herzog cites research which throws into question the right to make these generalizations:

1. "The poor do not accept the values of the middle class, but live by a set of their own."

There are many sets of values in every class, and the poor are no different. In the black communities there are those who accept or aspire to many middle-class values and who want in or are co-opted into the mainstream of American life. There are also blacks who espouse different values. No one person or group can speak for the black community, for there are many communities.

2. "The poor are impulsive, living for the moment, incapable of deferred gratification and planfulness."

This is as true for some of the poor as it is for those in the middle class who use credit cards, charge plates on a revolving credit plan, and who "Fly now and pay later." In both groups there are people who save for education, who buy insurance, who plan for the future. Who has the easier task? The exodus from the ghetto to more affluent communities is testimony of the planning and saving that occurred.

In the ghetto some values and attitudes evolve as the only way to survive in a hostile world. And these are often creative and innovative responses.

3. "Among the poor, especially the Negro poor, illegitimacy carries no stigma."

Herzog notes that white and nonwhite patterns of people with low income converge in attitudes about marriage. A good marriage is far better than no marriage, a bad marriage is far worse than no marriage. (This is especially true when one has no possibility of getting money for a divorce.) Having an illegitimate child is unfortunate, but it does not necessarily hurt the chances for a good marriage.

4. "The low-income Negro family is in disarray, and is rapidly deteriorating."

5. "The broken family, so frequent among the poor, is by definition a sick family."

There are healthy single-parent families and sick single-parent families in every class. The middle-class family is more apt to hide or deny discord and more able to seek counseling, get a divorce, or remarry. It is the black families, broken or whole, who are storming the schools for a better education for their children, who are organizing to get minimum decent benefits from welfare agencies.

6. "The Negro woman is dominant, economically and psychologically."

7. "The family and sex patterns of the Negro poor are a direct reflection of a slavery heritage."

According to Herzog, from 1959 to 1965 there was almost no net rise in the proportion of female-headed Negro families. Again, findings suggest more commonalities in similar income levels than in black-white analysis. There is no such thing as "THE Negro family", just as there is no "THE white family." Some Negro women are economically dominant because our society has for so long underpaid and undervalued Negro men. Despite this, in the civil rights struggle and in the Black Power movement, there is strong masculine leadership.

All of this points to the fact that it is not always fruitful to understand subcultures in the slum through major emphasis on the Negro family problem. Nevertheless, putting the emphasis on family to one side, there are some deficiencies in the urban ghetto that are all the more poignant for the nonwhite population. Dumont6/ cites four:

1. The deficit in repeated and varied sensory stimulation, begun in infancy and continued through life. We know that hunger makes one seem apathetic or lazy. Lack of stimulation produces the same effect and, when serious, can result in permanent mental impairment. Racial prejudice and discrimination compound the problem for the blacks and Puerto Ricans.

2. The lack of self-esteem which derives from powerlessness; from inadequate or no support from political, economic, social, or welfare institutions; and from the inability of the ghetto resident to get his share of the resources and power. The man who is subjected to the indignity of being called "boy" must either react by hating *honkies* or *whitey* or die inside. A child in the alien world of the middle-class school, coming hungry and less able to meet the expectations of the middle-class teacher, develops a negative self-image which is constantly reinforced by the world around him. Nobody in authority seems to value his struggle or the hard reality of his life. But all pick upon his weaknesses, failures, and lacks in achievement.

3. For some people in the ghetto there is no sense of community, no rootedness, no pride in home or in school or in belonging to the neighborhood.

4. Environmental mastery seems impossible. More seems to happen through luck or chance than through thoughtful planning. New programs, designed to aid the ghetto resident, quickly become embroiled in local politics and jurisdictional clashes. The War on Poverty is announced with fanfare, and the resources are so inadequate and scattered that many a ghetto resident does not know of their existence. Hope is stimulated but not fulfilled, and deep cynicism replaces hope. Meanwhile the rest of society sits back, thinking the problem has been solved. Rewards in this life are so uncertain and so few that long range benefits are hard to perceive and almost impossible to believe. Self-sacrifice seems wasteful, if not stupid. Even if a black espouses fully all the middle-class values, dresses in Madison Avenue style, and fits himself neatly into the mold Whitey has made for him, he still cannot move into the neighborhood of his choice.

With the impetus of the civil rights struggle and the growth of the black power movement a new sense of pride is being fostered. Concomitant with this is a deep sense of community in which black people are utilizing self-esteem and feelings of worth—black is beautiful—to secure control over their own institutions. Black entrepreneurship, the black voices heard in the schools, black involvement in all levels of the community are manifestations of the positive connotations of black power which need to be nourished. We cannot continue to berate the ghetto for not living up to middle-class values and standards while we maintain institutions which block mobility, preserve isolation, and devalue difference.

When I taught the so-called "slow learners" in an inner city high school, I was constantly bombarded by evidence in two seemingly paradoxical aspects of the life of these students. The first was the grim harshness of their lives. They were the real "have nots" of society, suffering from almost every form of deprivation and punitive, discriminatory practices that exist. As I learned their language and their varied life patterns, there grew in me a sense of rage that any child or adolescent be subjected to such a hostile and growth-killing environment—and this included the school. Simultaneously, I was struck again and again with the strength of human beings to surmount these impossible odds.

How then do we harness these strengths? What is the role of the University in the urban community? For too long, I think, we have approached the problem of training indigenous people from the point of view of the professional who decides what the poor need and what is good for them and who fears the unwashed and the untrained in the role of human service personnel. It is past time to stop looking at the job the professional now does and dividing out those tasks the new worker can do. Such an approach sanctifies and rigidifies what is now being done. Is it not more profitable to look at the tasks the ghetto resident wants to accomplish and to look at the skills and strengths of the trainees? When this is done, new conceptions of task and training can emerge without either destroying the good practice or perpetuating the bad.

The University cannot train all the indigenous personnel required for the services desperately needed in the inner city. It can, however, design career ladders from high school dropouts to doctoral candidates, to provide horizontal and vertical mobility. It can take in a trainee population to train trainers. It can talk with community residents to discover their aspirations, skills, and needs and can design programs for homemakers, family health aides, child care workers, public housing aides, and a myriad of other services that ghetto residents identify as needs. One department in the University can join forces with allied fields (such as the health sciences, social work, child psychiatry, and education) to pool resources, develop curriculum, and provide the research and evaluation. The University can reach out to high schools as well as community colleges.

Most of all, people in the University have to enter the urban ghetto, or any ghetto, to learn and go forth to serve. One has to open one's mind and one's heart to people who at first blush may seem frighteningly different, but who have the same joys and sorrows, the same dreams and aspirations, and the same need to be useful and contributing that we have.

I'd like to close by reading some correspondence from a white teenager who reports her first impressions of Harlem with openness, ambivalence, and deep, caring concern.

As a part of her college program, this youngster went to work for HaryouACT in a block rehabilitation program. Let me describe the block. It is long and narrow, with four- and five-story tenements lining both sides. The facades of the buildings are the dismal, gloomy, dark brown that red bricks take on when exposed to years of weather, grime, soot, and other forms of air pollution. At each end there are a few little stores, a grocery, a fruit stand, or a shoemaker. Picture 1349 families living in this one block in old houses with antiquated plumbing, impossible ventilation, peeling plaster and dirt, and unbelievable crowding, for many families are large. Rents are high and some families have to double up. Now visualize, right in the middle of the block on one side of the street, a large junior high school, circa 1900, with its population of 1200 or more children suddenly coming out at lunch or at the end of the school day. No statistics on the density of the population can paint this picture. But I think these letters from a teenage girl get at what density and difference look and feel like. The first was written about two weeks after she arrived on the job. She was the only white person assigned to this project and the only white person on the block.

October 15, 1965

"How can I express the complex of feelings bubbling inside me? I will make a feeble attempt.

I walk down the street, and pass markets selling vegetables and meats I have never tasted, never seen on sale. The population of the street ebbs and flows, for when school empties for lunch, unbelievable hundreds of children crowd into the street, making it dense and sticky. These are the children who flee into the office and grab at my hand, fascinated by the click of the typewriter, by the flow of my hair. Now they shout to their mothers who are leaning out of windows.

And the smells. I have read the books, I know the facts. But how to describe that indefinable mixture of smells, that I am slowly beginning to sort out, one by one? To tell the heroin from the mariguana—no, I mean the juice from the pot—the chitlins (I started to write chitterlings, but that's not it) from the okra, the dogs from the urine, the fried chicken from the hot dogs.

I walk down the street, and smile at the people as I pass. They smile back, and say good morning. But what resentment and hostility is behind that smile? Do I know? Will I ever know? Do I want to know?

I work in the office with four Negroes from Harlem. Three have temporarily accepted me. But from one I sensed hostility from the beginning. Today I discussed my feelings with all of them, groping to understand. They responded—we recognized the vast gaps, but we can begin to communicate. But one is a Black Nationalist, and is so convinced, not intellectually but emotionally, that whites have mistreated her and hers, that she hates. She knows it's wrong, but feels it's right. She hears my words, but does not believe them, for she sees me as Marjorie White, not as Marjorie. What can change her? Should anything change her? Can anything? I don't know.

To the people in my office life is a constant struggle, to be endured with great pain, and rarely enjoyed. My life has, more often than not, been a great joy. I am struggling to understand, to communicate, to be accepted, and this is new to me. It is very difficult, but I must try. Does this express it? It is a beginning.

December 1, 1965

Last week I took Tyrone to the eye clinic. His mother has four other children and couldn't take him, but his eyes seriously needed checking, because the eyelids do not open all the way. I didn't know my way around, and was shunted back and forth from office to office, floor to floor, with forms and directives thrust at me from all sides. There was never a smile—only impatience mixed with contempt.

As I walked into the waiting room, more than a hundred people were sitting there. A few were talking but most were just sitting, staring, impassive. Some of the children ran in and out, dodging chairs and ashtrays and passing nurses, but most of them, too, just sat, sad-eyed and waiting. Periodically a name would be called over the microphone, there would be a bustle, and someone else would disappear behind the doors. Every once in a while a nurse or doctor would poke out a head, assess the crowd with weariness or resignation or resolution. I soon tired of the monotony, and began to sing songs and tell stories to Tyrone. One by one, children's heads popped around, and oh—so cautious eyes began to show interest—soon I had an audience. After two hours, Tyrone was examined, by a mocking but experienced hand that said, "I've handled too many children like you, whose teeth and eyes and stature reflect poor nutrition and little care." In three weeks they will operate to correct the eye problem.

The long talk with his mother was fruitful, and she will take him on future clinic trips. I can't blame her for avoiding the place, for the attitudes and the wait are killing. And so Tyrone, at four, learns to be aloof and impassive, to sit and wait.

These days I come home so upset that I can't bear to face my roommate. I have taken some steps toward change, and hopefully change will come, but only slowly—perhaps not until after I leave. No more depressing news from me."

## FOOTNOTES

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5./ Herzog, Elizabeth, ABOUT THE POOR—SOME FACTS AND SOME FICTIONS, Children's Bureau No. 451, 1967, Department of Health, Education and Welfare, Washington, D.C.

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# THE RURAL POOR

presented by
Mr. Earl Pippin
Executive Vice President
Alabama Consumer Finance Association
Montgomery, Alabama

### Problems of the Rural Poor

My task today is to think with you about the conditions, problems, and concerns of the rural poor. My concern and interest in this topic primarily comes from my own background and experience of being among the rural poor for all of my life. Every day I see the results of rural poverty. Montgomery, Alabama, lies at the center of a broad band of counties crossing our state where poverty is rampant, and where it has existed for many generations. We are a section of the nation that has consistently exported our "poverty problems" to the cities of the North and the Midwest. Even so, the poor who remain exist at such low economic levels that the State of Alabama continues to be among the poorest of all the states of the nation.

It is perhaps useless to speculate about the past, but I have often wondered what our country might be like today if we, as a nation, had given greater attention and devoted more resources toward solving the economic problems of the rural South. Of course, rural poverty is not confined solely to the South, but history reveals that for many years it has been a region of extreme and cruel poverty. Would there be less turmoil in our cities today if earlier generations had somehow made a more massive effort to eliminate rural poverty?

It is interesting to note that many, many studies have been made concerning the problems of the rural poor. I sometimes think that had we used our resources to alleviate rural poverty instead of studying it, we might be able to point to greater accomplishments than is now the case. However, these studies have served to dramatize the plight of the rural poor and have given impetus to constructive action.

The rural poor have been studied from the standpoint of education, public administration, employment, the professions of law and medicine, as well as from the standpoint of agricultural change and the potential for industrial development in rural areas. We have studies on the migration of the rural poor; we have studied the rural poor by geographical region; in terms of race, ethnic origin, and age; and even in terms of political development. We have studied the interrelationships of rural and urban America; Republicans have studied the rural poor, and so have the Democrats.

From such studies, articles, and other references concerning rural poverty, I have collected some information that gives what I call a profile of the rural poor.

There are 15 million persons in America who are classified as the rural poor. This is more people than the total population of most underdeveloped countries of the world. Rural America contains 29% of the population of the United States, but 43% of all those who live in poverty.

*Rural poverty exists throughout the entire United States although it is most acute in the South. About half of those classified as the rural poor live in the South. Rural poverty is also associated with sparseness of population. Not all of the rural poor live on farms; many of them live in rural villages and small towns.

*Three-fourths of all rural poor are white; however, an extremely high proportion of Negroes in the rural South and Indians on reservations are destitute. For example, a little less than half of the white farm families are poor compared to 8 out of 9 nonwhite farm families. Among rural nonfarm families, 19% of the whites are poor compared to 67% of the nonwhites.

*A disproportionate share of all poor come from broken homes or homes without an able-bodied breadwinner. Also a disproportionate share of all poor are found in large families.

*A substantial proportion of the rural poor are elderly. Whereas less than 14% of all family heads are over 65 years of age, nearly a third of the rural poverty family heads are in this age group.

*Hunger and malnutrition are widespread among the rural poor; disease and premature death rates are startlingly high, and medical and dental care are conspicuously absent.

*Unemployment and *under*employment are major problems in rural areas. The national unemployment rate is approximately 3%; the rate in rural areas averages about 18%. One study revealed that underemployment among selected farmworkers was as high as 37%.

*In terms of educational facilities and opportunities, the rural poor are again shortchanged. More than 3 million rural adults are classified as illiterates. The rural poor attend school less regularly, have poorer educational attainments, and drop out earlier.

*Most of the rural poor are ill-housed. One of every 13 houses in rural America is officially classified as unfit to live in. 44% of the bad housing in the United States is in rural areas, while rural housing is only 30% of the total housing supply.

*The rural poor are widely scattered and as a result are not so evident as the urban poor who are concentrated in densely populated ghettos. Therefore, the rural poor are harder to find and to enlist in public programs aimed toward improving conditions and the rural poor have not generally benefited from such programs.

*Major farm legislation has helped farmers adjust supply to demand, but it has not helped farmers whose production is very small.

*Farmers, and farmworkers particularly, have been denied unemployment insurance, the right of collective bargaining, and the protection of workman's compensation laws.

*Benefits of the poverty programs have not reached the rural poor to any great extent. In 1964-65, it was estimated that $700 million in poverty funds were spent in urban programs as contrasted with $222 million for programs in rural areas.

*The U.S. Employment Service is relatively inactive in rural areas in placing the unemployed poor, and in placing them in nonfarm jobs outside the communities where they live.

*The food stamp plan of the U.S. Department of Agriculture is available to both urban and rural poor, but it has been the least effective among the rural poor. It is operated upon the request of the state, and consequently there is no program at all in some of the poorest counties of the nation. Less than 7% of the poorest poor (those with family incomes below $2,000) participate in the food stamp program.

*The school lunch program has been ineffective in reaching the really poor. It does not reach pre-school children at all, and 30% of all rural schools have no facilities for preparing lunches and thus cannot participate.

*There are a number of federal welfare programs to help the aged, dependent children, the blind, and the permanently disabled. Again, these programs are operated through the states and require state matching funds. The states where people are most in need are either unable or unwilling to provide help for their poor to the same degree as the higher-income states. It has been estimated that no more than a fourth of all the poor participate in any of the federal welfare programs.

In a recent study the Southern Regional Council concluded that, in the poorest sections of the United States, the rules about who gets public assistance have but one obvious purpose: to keep as many people as possible from getting help.1/ And the rules have been exceedingly successful. This study was concerned with 100 of the poorest counties in the United States (97 in the South, 2 in Alaska, and 1 in Oklahoma) where the median family income ranged from a low of $1,260 in Tunica County, Mississippi (where 77.8% of the families have yearly incomes below $3,000) to a high of $1,956 in Atkinson County, Georgia (where 68.5% of the families have yearly incomes below $3,000). In all these counties, the help that poor families get is much less than they need. The assistance they receive is even less than the minimum amounts the states define as necessary. For example, Louisiana sets a standard of $123 a month for the support of a woman under old age assistance; yet Louisiana provides only $82 per month. Alabama says a mother can support three children on payments of $177 a month from aid to families with dependent children (A.F.D.C.); but Alabama pays such families only $81 a month.

Furthermore, the requirements for receiving even this limited aid are restrictive. Here are some samples of limitations that operate to keep the needy from getting welfare:

Texas gives aid to blind payments only to people over 21...not to blind children and teenagers.

In Georgia and Texas, teenagers past 16 do not receive A.F.D.C. payments.

In Texas, many of the poor are seasonal farm laborers from Mexico. Yet Texas requires U.S. citizenship before it will aid the old, the blind, the disabled, or a family with dependent children.

Residency rules are probably most useful for keeping people from getting assistance. The only blind people to whom South Carolina will give $75 a month are those who manage to live in the state without help during the preceding year, or those who went blind in South Carolina before the bill authorizing aid to the blind was passed.

In Alabama, Mississippi, South Carolina, Tennessee, Texas, and Virginia, a child must be living in a "suitable home" to qualify for A.F.D.C. payments.

In painting this profile of rural poverty in America, I am reminded of a statement attributed to the French philosopher, Jean Paul Sartre. "The greatest sin," Sarte said, "is to turn what is concrete into an abstraction."

Are we not guilty of this sin when we give labels to the ills of our society such as "the race problem", "the crisis in the city" or "law and order?" And in the same sense, are we not guilty when we make an abstraction of the reality of human suffering and label it "problems of the rural poor"?

"The problems of the rural poor", translated, means a 26 year old Negro mother of four, who is a household worker. After securing the aid of a friend who helped her survive the battle of the red tape to qualify under the food stamp program, she had money to buy groceries. All her life she had purchased food on the basis of $2 to $3 each time she stopped by the grocery store. Now she had $50 to spend and was confronted with the noise, glitter, and strangeness of the huge supermarket. Her biggest problem, personally, and from the standpoint of the health and welfare of her four children was simply this: how should I spend this $50? There was no one to answer her question, nor did she know how or where to seek answers.

"The problems of the rural poor", translated, means John and Grace Daniels, both age 20, with one child and expecting a second one. John is employed but earns only $232 a month. This young family owes bills in the amount of $1,696. The management of income and increasing the income of this family are essential to their well-being. Where do John and Grace go for help?

"The problems of the rural poor", translated, means thousands of children so malnourished and with growth retardation so serious that their mental capacities are affected. We are told that 90% of the brain cell growth occurs between the ages of one and three, and infants deprived of proper nutrition never recover. A child who is anemic and ill-nourished is not a good candidate for education.

The needs, problems, and concerns of the rural poor are as varied and as complex as human nature itself. It is important for us to remember this fact as we think together about ways of serving the rural poor through consumer and homemaking education. While you cannot, with this one program, solve all problems, you do have the resources to make a new impact on the problems of the rural poor.

It would be presumptuous of me to suggest specific programs that you might conduct to serve the rural poor and disadvantaged under the provisions of Part F of the Vocational Education Amendments of 1968. You have the special knowledge and professional competencies for that task. However, I would suggest some basic considerations that may be useful in structuring programs for the rural poor and disadvantaged. These considerations might be termed the "intangibles" as contrasted to the more visible aspects of rural poverty such as inadequate food, clothing, and shelter.

First of all, we must recognize that the existing "system" is not structured or operated to serve the poor, and this is especially true of the rural poor. This is not a new phenomenon; indeed, such has been the case throughout recorded history.

In this nation, and in our own time, we have seen efforts to change the "system" or the existing order, so that its benefits might be available to the poor. The underlying current of both the labor movement and the civil rights movement has been to change the political system (which controls social and economic conditions) so that the poor and disadvantaged might share more fully in the benefits that abound.

There is no institution of our society, and I include the church, that is solely dedicated to helping the poor and to eliminating poverty. Even with the commitment of the federal government to abolish poverty, we have failed to reach the poorest of the poor, and particularly the poor in rural areas.

Another consideration is simply this: in assessing poverty we must remember that it is more than a lack of money; poverty is also a lack of security and stability, and a sense of complete helplessness to do anything about it. In the mountains of Appalachia, or in the isolated Indian reservation or the migrant worker's camp, one would be hard-pressed to convince these people that America is, in truth, a land of hope and promise. This condition of despair perpetuates itself from one generation to the next, and we are finding that it develops at a rather early age.

For example, a research project at the University of Kentucky was conducted to see whether children living outside the mainstream of American society share positive feelings about government.2/ There have been a number of studies of how children are socialized into our political culture, and they generally have shown that young children are remarkably well disposed toward political leaders. Most American children are willing to believe that the President, especially, is strong, wise, honest, brave, and truer than any Boy Scout. If all American children see governmental figures positively, then, our future political stability seems assured, or so some of the social scientists believe.

To make the test, researchers questioned 305 school children in Knox County, Tennessee in the heart of Appalachia...a county where the annual per capita income is $501 as compared to $2,223 for the United States as a whole. When the political evaluations of the children of Knox County are compared with those of children in other studies, their views are strikingly negative. Only 35% of the Knox County children think the President works harder than other men, compared to 77% of the children in a similar study made in Chicago; only 23% of the Knox County children think the President is more honest than other people as compared to 57% of the Chicago children; only 45% of the Knox County children will admit that the President knows more than most men (compared to 82% of the Chicago children) and a full 22 percent think he knows less. 82% of the Chicago children rate the President "a good person" and only 68% of the Knox County children agree and another 26% believe he is not a good person.

It is little wonder then, that one of the writers on rural poverty has suggested that the only sensible advice one can give to the rural poor is to "move to the city and learn to riot." If the system is against you, and if there is no hope, then at least you can get some attention by organizing and participating in a riot!

But now for a more positive note:

The new 1968 legislation gives those of you in home economics education an opportunity to become spokesmen for the poor and disadvantaged.

You are well qualified to do this. As a profession, you did a noteworthy job both during the depression and during World War II in helping families make maximum use of available resources. Congress has recognized in this new legislation the special contribution which home economics can make at this time to the needs of the poor and disadvantaged.

You have the "know-how" to do the job that needs to be done and you know how to involve others in helping you.

There are individuals, institutions, agencies (both public and private), business and labor groups that are concerned about the plight of the rural poor. Their efforts, many times, have been isolated and have not been given direction. In most cases they have not been solicited or asked to help in a program of education when everyone agrees that education has to be the ultimate solution.

If you will take the initiative that is provided for you under this new legislation, I am confident that you can enlist aid and resources from outside the regular school system. But it will be your task, as leaders, to determine what help is needed and then to seek that help from all sources available within the community.

To illustrate what I am saying: the businessmen who belong to my association have contributed funds, and we have solicited the aid of other businessmen and bankers, to establish the Consumer Credit Counseling service in Montgomery, Alabama. Counseling is provided free of charge to any person who needs advice concerning personal financial matters. Primarily it is designed to serve those who find themselves overwhelmed by debts to the extent that they cannot solve their financial problems. Both from the businessman's viewpoint, and from the welfare of the individual, bankruptcy is really no solution. When that occurs the individual has to turn over his assets to the court, and by the time proceedings are held, the lending institutions seldom, if ever, receive the full amount of the original obligation. So, the Montgomery Consumer Credit Counseling service is an attempt on the part of our association to help individuals and, at the same time, benefit business by helping to keep individuals and families financially solvent.

Thus far the service has been an outstanding success. We have a good staff and in the past two years have worked with success on more than 700 separate cases. Most are young married couples; the majority have been white; they are not among the very poorest of the rural poor, but their assets are exceedingly low. Many are on welfare, retired, or unemployed. In the case of families, we have consistently made it a practice to require that both the husband and wife attend counseling sessions. We are pleased thus far with the results of the counseling service which have been good—but just don't go far enough. One of the major concerns of our staff is the fact that once the counseling service comes to the rescue, we have no way of providing additional aid and/or instruction for these families so they can better manage their resources. We are fearful that the lack of knowledge which created the problem in the beginning will not automatically be replaced with good judgment.

As you implement this new legislation, seek the involvement of business people who can provide technical assistance, who may assist you in identifying and reaching the poor, and who are willing to contribute to your efforts, if asked. I have an idea that you can get the participation of the business community, labor, and civic groups to serve as advisors to your programs. They will often have a point of view or information that can help give relevance to your programs. They conceivably will contribute material and/or financial resources; such a committee might even assist you in tackling "the system" on a day-to-day basis in your efforts to make it more responsive to the needs of the poor.

The next suggestion I would make to you is that you seek to involve the poor themselves in planning and carrying out educational programs. In order to get participation, and to have programs that are relevant, we need to become acquainted with the poor; we need to listen to them; we must communicate with them. In fact, communication may be one of your most difficult problems, but it is one that can be solved if you're willing to work at it. The rural poor have not been served well through the agencies and programs that now exist...so let's involve them in building educational programs that will meet their needs.

And finally, through your programs in consumer and homemaking education, you must show that you are someone who cares.

For several years I have had the privilege of serving on the Board of Directors of the Alabama Rehabilitation Foundation. This foundation receives government funds to train and rehabilitate young prisoners who are under the jurisdiction of the Alabama Prison System. For the next hour I could cite examples of success in that program, but the one paramount reason for its success has been, in my judgment, the fact that for the first time, these young offenders discovered that someone was honestly and sincerely concerned about their welfare.

I have seen the Head Start programs in my community create in pre-school children new attitudes about themselves. These changes occurred because the Head Start teacher made the students feel important and gave them a sense of security.

Maybe you are thinking that it is not the task of the school to provide love and security for people, and perhaps it isn't. But I say to you that if we are ever to improve conditions for the rural poor, it will be when someone or some institution assumes responsibility for caring about what happens to human beings. I could make a case for the school to assume more of this responsibility by pointing out that it is one institution of our society that exists, in some form, in practically every community of America, including the rural communities. Can we make the school a place where people go to learn to improve their lives? Can it become the institution that teaches us about the importance of families, and the responsibilities of families to provide love, warmth, and security for its children?

I would urge that you be very practical in your approach to educating the rural poor. They live in a world that is almost overwhelming...and they must learn to cope with that world, first on a day-to-day basis, because their problems are immediate and pressing. As they learn to conquer one day at a time, then, and only then, can we help them to think about the future...for in their present state of being, there is no future.

The rural poor are a part of a great experiment that is called America. They are just as much a part of America as those of us who are in this meeting at this moment. We all know how important it is that the American experiment succeed. Too many lives, too much treasure, too much work, and too many dreams have been expended upon it for us to fail at this point in our history.

1/TRANS-ACTION, SOCIAL SCIENCE AND MODERN SOCIETY, November, 1968.

2/TRANS-ACTION, SOCIAL SCIENCE AND MODERN SOCIETY, February, 1969.

# CONSUMER INFORMATION NEEDS OF FAMILIES

presented by

Dr. Dorothy Larery
Professor
Department of Family Economics and Management
School of Home Economics
University of Nebraska at Lincoln
Lincoln, Nebraska

## Consumer Information Needs of Families

Once upon a time there was a man named Jack. He tilled the soil day upon day. In the soil he planted potatoes. Later when the cold winds, snow and ice came, Jane, Jack's wife, went to the cellar and brought up an apron load of potatoes. These she boiled in a huge black pot to serve to Jack and their many children.

Once upon a time, like today, there is a man named Jay. He toils in paperwork day upon day to earn money so Jean, his wife, will have means to satisfy their family's needs. Jean goes to the supermarket to buy potatoes to be served to Jay and their few children.

At the supermarket Jean finds not one kind of potato, but potatoes in 47 forms greet her there. Jean reads, figures and compares, and finally buys potatoes for her family's fare. The black pot is out, as is the fire, for the potatoes, you see, were already prepared.

Through the frivolity of a nursery rhyme start, we could say the task of meal preparation is as simple for Jean as for Jane. Where Jean has food that is ready-to-eat, Jane had few choices to make. One might conclude that Jean, with little or no work to do and just a few decisions to make, has it pretty easy. The trip to the supermarket, a choice and a purchase are the tangible efforts Jean makes. She will need to cope with pricing, quantity, brand names, quality, sizes and weights, labels and dates, food additives, non-deceptive packaging, shelf-life and adulteration which may be present, too.

Today, as in no other time in history, activities from various sectors of our economy—government, industry, and households—are assisting the Jays, Jeans, Johns and Janets.

Terms such as consumerism, the consumer era and the age of the consumer are heard to mark these times.

### The Consumer Is

The topic, Consumer Information Needs of Families, seeks to identify who the consumer is and the content of consumer information.

Each person in the population is a consumer. Each person performs the act of consuming day and night when he or she makes use of goods and services.

Current population figures as well as their projections provide a view of the numerical strength of consumers in this country. At the present time we have a population of 201 million people in the U.S.A. The population estimate for 1980 is 228 million. Remember each of these persons is a consumer.

The distribution within age groups suggests a young population; 59 percent of the current population is less than 35 years of age. This same percentage will hold for 1980. Although the numbers of children and teenagers are predicted to remain rather stable, this group will shrink from 39 percent to 34 percent as a proportion in the population by 1980.

The number of consumers in the young adult group, 20-34 years, is expected to increase from 40 million persons to 58 million by 1980. As important as the number increase is the projected 46 percent increase by 1980 of persons in this age group. The consumers in this young adult group are of particular interest since they make many economic decisions. They are setting up households, developing financial security programs and getting a start in their occupational choices.

A change in the number of consumers who are 65 years of age or older affects the population distribution, also. Although this group will increase only 1 percent between 1968 and 1980 as a proportion of the total population, the growth of the number of persons within the age group will show an increase of 22 percent by 1980. Persons over 65, along with children and teenagers, are the consumers who very likely are dependent on others for many of their economic decisions.

### Importance of Consumers in U.S.A. Economy

Another way to look at consumers is to view them as an aggregate in national income, one of the measures of economic growth.

In 1968, consumers received $686 billion of the $861 billion estimated as market value of goods and services produced in this country. The money received is known as personal income. Consumers paid $97 billion in taxes to leave $589 billion in personal disposable income. Of this latter amount, $534 billion was spent for consumer goods and services and $41 billion for savings.

The figures are impressive, but, more so, is the knowledge that the consumer plays the major role in the transfer of these monies. For the money comes to the consumer in exchange for productive services and leaves the consumer's possession when spent for goods, services or savings.

Consumers are found in the statistical counting as individuals and as members of a family or household. The figures for money incomes of families are more meaningful to use when given in thousands of dollars per family rather than billions in aggregate. The $589 billion in personal disposable income earned by individuals and families in 1968 provided a median income over $8,000 for families.

### The Objective of the Family as a Consuming Unit

A family in its role of consumer has the objective to buy and use goods and services to satisfy its wants and needs.

The family's objective becomes difficult because of scarce means for attaining the variety sought. Choices must be made among the wants and needs as well as among the resources with their alternate uses. Any latitude in choice is dependent on the knowledge a family has of the alternatives which its income permits.

Money income provides the medium of exchange in our markets. Families have no difficulty in the concept of scarcity where money is concerned.

### Consumer Information Versus Consumer Education

Although money is a vital resource in the provision of wants and needs, consumer information and education should not be overlooked as other means to attainment.

A distinction should be made between consumer information and consumer education. Consumer information is the subject-matter content, the facts, the truths, the specifications, the store of knowledge surrounding and concerning wants, needs, goods, services and their means of attainment.

Consumer education is the dissemination of this information. The consumer educator expects the attitudes and behavior of those who become educated to change. The assumption is that the changes in attitudes and behavior will make for improved choices in goods and services to yield greater satisfaction of wants and needs than ever before. Thus, the informed consumer is a better consumer.

### The Content of Consumer Information

A brief look has been taken at the consumer as the term serves the topic, Consumer Information Needs of Families. What; then, are the information needs?

Since family choices depend on the knowledge of the alternatives which are used to satisfy wants and needs, the content of consumer information can be quite varied and extensive. The obvious approach to the content is an outline and I am going to be obvious. Let me give you a word of warning, though, as you look at the outline; it is not intended as a course outline. It is only one way of organizing content.

## CONSUMER INFORMATION NEEDS OF FAMILIES

A. The Consumer in the Economy
  1. Who is the consumer?
  2. Distribution of consumers in the population
  3. Distribution of income to consumers
  4. Consumer choices—rights and restrictions
  5. Consumer sovereignty?

B. The Family as a Consuming Unit
  1. The objective of families' consumption
  2. Families' wants and needs
  3. Purchasing power of families
     Money income and credit
  4. Quality of living sought by families
     Standard of living, level of living and level of consumption

C. The Family in the Market Place
  1. Competitive markets
  2. Consumer demand
  3. Prices
  4. Types of retail stores
  5. Creating wants for families
     Advertising, displays, demonstrations, premiums, prizes, discounts and trading stamps
     Tradition and customs, fashion

D. Families' Choices in the Markets
  1. Guides to better buymanship
  2. Spending for goods and services
     Food, housing, clothing, transportation, household furnishings and equipment, recreation and health
  3. Providing for the future
     Insurance (auto, property, life)
     Savings, investments
     Social Security

E. Consumer Forces
  1. Agencies to aid families in consumer choices
     Government (local, state, national)
     Private business and industry
     Consumer organizations
  2. Agencies to protect families as consumers
  3. Legislation to protect consumers

I am not going to belabor the outline point by point. Instead, I would like to make comments for your consideration as the disseminators of consumer information to families.

1. Need for Pertinent Information

Consumer educators have been known to promote the generalization, "buying in bulk or in large quantity reduces the price per unit." The statement is operational for families who have a need for a quantity supply, have storage space and initial funds to pay for a quantity. But how about the family of 5 or 6 who spends only $15 or $18 each week for food as well as non-food items at the grocery store? They pay 18 cents for 1 pound of sugar instead of 11 cents per pound if and when a purchase of 10 pounds can be made. The 5-for-98-cents and 2-for-27-cents specials are of no use to families who do not have the price of a special quantity purchase.

The consumer educator well may need to soft-pedal buying in quantity for families with limited incomes.

Are consumer educators dealing with the relevant when the concept of "saving for a rainy day" is advanced to families who haven't funds for minimum life and health insurance?

On the other side of the coin are found the affluent families. Should they be taught comparative shopping when it involves saving 4 or 5 cents on a package of vegetables or spending 20 or 25 dollars less on a coat which is easily afforded?

Finally, are classes in using meat extenders and dried milk pertinent to the homemaker who can buy meat for three meals a day and has milk delivered to the door at an additional cost of 1 to 2 cents per quart? I think not.

## 2. Need for Sources of Consumer Information

A family choosing to seek consumer information on its own has two choices:

(1) The family members can become experts on production, distribution and consumption of needed goods and services. This condition presupposes the choice-makers in the family as economic men. As such, they know all, see all and hear all regarding quantity, quality and prices of goods and services to satisfy wants and needs.

(2) The family can test a product or a service and through experience learn its utility or want-satisfying power.

Neither of the choices open to the family is feasible. No member of a family behaves as an economic man, and no family can afford to purchase a variety of goods and services for testing prior to making a choice.

The family in its function as a consumer unit must rely on outside sources for consumer information. Business in its bid for families' dollars makes information available. However, the family needs critical perception toward the information.

Private and government agencies in support of fair competition have made consumer information available both directly and indirectly to families.

Families have an abundance of consumer information available to them, in most cases, just for the asking. A list of materials and sources might be compiled. Because such materials become outdated in a short time, the family would be more benefited by a list of sources for sources of information.

## 3. Product Care and Use, a Concern of Consumer Information

Families need to think of consumer education as containing information applicable not only to the selection and purchase of goods and services but to their use, also. Topics such as intelligent choices, quality buying indicators, new styles and products, variety, and price place emphasis on selection and purchase. The consumer information offered to families often neglects the role that care and use play in utility.

## 4. Caveat Emptor—Let the Buyer Beware

Caveat emptor, which means let the buyer beware, is still regarded as an important rule of the markets, in spite of the vast amount of consumer interest which has resulted in broad programs of consumer protection, legislation and education.

Families continue to need protection from fraud and to have safety and reliability assured in the products and services they purchase. The need to educate consumers to buy more critically increases in direct relationship to the availability of market offerings. Incidents to support the need for families to examine their purchases critically are not difficult to find.

In the past 5 or 6 months, I have received 7 unsolicited credit or discount cards. Last week's mail brought a letter containing 4 CASH ADVANCE coupons. Each coupon when used would provide me with $50 in instant cash. All I had to do was to use the CASH ADVANCE coupons with a particular credit card, one of the unsolicited ones previously mailed to me. Unfortunately, for the unsuspecting customers who received those letters, there was not a single mention of credit charges.

In a recent issue of a news magazine appeared the description of credit-card reverse. The new plan offers consumers 10 percent off the regular price if they pay cash. The consumer pays a $10 subscription for a list of stores and services offering the discount. A new list is published every 3 months. Sound great? The news item didn't say how many lists you receive for your $10. But if you pay $10 every 3 months you will need to spend $100 in "selected stores" during that time just to break even on the price of the subcription and the discount claimed.

Have you seen any ads which say "buy now, no payment due for another three months"? Last November I noticed a sign in the window of a mail order store advertising clothes washers and dryers. The sign read, "buy now, no payment until next year". I went in to the store to find out what the credit costs would be, when the interest charges would start and the difference between the cash price and the total sum to be paid in time payments. The store manager had one answer for me; it was "Oh we don't know; we send the papers in to the company office and someone there figures them out". Let the buyer beware.

5. Caveat Venditor—Let the Seller Beware

Let the seller beware (caveat venditor) is open to two different interpretations. One is that producers and sellers have the responsibility of initiating measures or following regulations which are in consumers' interests. The second interpretation suggests strong concern on the part of consumers who are very much informed and want a voice in consumer specification standards, policies and legislation. Sellers might be told by these consumers that "the consumer will get you if you don't watch out."

The consumerism present today attests to the spirit surrounding "let the seller beware." Congress in the 5 years between 1963 and 1968 has enacted 20 major measures of consumer protection. Since families rely on outside sources for help, they should be aware of the assistance which has come through legislative action.

The Fair Packaging and Labeling Act, the National Traffic and Motor Vehicle Safety Act, the Wholesome Meat Act and the Poultry Inspection law have been passed since 1966. This legislation has brought about important measures of consumer protection. Industry's interest for consumer welfare has come about or been strengthened, too.

The Fair Packaging and Labeling Act is a good illustration of the emphasis on self-regulation by industry. One provision of the Fair Packaging and Labeling Act gave industry 18 months to establish its own standards. The industry was not without clamor on this requirement but it did set about to show that self-regulation does work.

Burson-Marsteller in the report "Consumerism: A New and Growing Force in the Marketplace" stated The Cereal Institute, which is composed of 6 cereal companies doing 90 percent of the dry cereal business, voluntarily cut the total number of package sizes from 29 to 17 and eliminated 26 of 27 fractional net weights. The report cites other voluntary actions by the packaging industry.

The National Traffic and Motor Vehicle Safety Act is drawing specifications for safety standards from auto and tire manufacturers. Hopefully, Truth-in-Warranties and Guarantees will bring agreement between the consumer and business.

The Wholesome Meat Act, Poultry Inspection law and the Truth-in-Lending law have provisions to allow states time to adopt legislation of their own making which is "substantially similar" to federal laws. State action is important in these days when consumers are concerned over excessive federal control.

The Truth-in-Lending law is to go into effect on July 1, 1969. However, a Uniform Consumer Credit Code is being promoted for adoption by states. The Code was drafted by the National Conference of Commissioners on Uniform State Laws. States which adopt the Uniform Credit Code would do so by sweeping away existing state laws and superseding the Truth-in-Lending law.

One of the major objections to the Uniform Credit Code deals with the cancelling of traditional state usury laws which set maximum charges for interest. This does not say the Code is without limits but some believe higher rates will be possible through it. Another objection is the provision of relatively free entry into the lending market. That is, the right to lend money would be open to practically any responsible citizen or company. The argument for free entry into the market by lenders is one employing supply and demand where the natural forces of competition are intended to keep down costs of credit.

The Uniform Credit Code makes provision against wage assignments and frowns on "holder in due course doctrine" which allows a finance company or second or third mortgage holder to collect on an installment-sales contract even if the goods were defective. However, the Uniform Code doesn't provide any restrictions against balloon and add-on contracts.

The battle over truth-in-lending continues. A study of the Uniform Credit Code might well be made before any judgment takes place to reject or accept it.

Families' consumer activities certainly do receive much attention at the federal level. There are 40 federal agencies carrying out 560 consumer-protection activities. A Department of Consumer Affairs has been proposed to Congress in this present session. The Cabinet-level Department would serve consumer interests first, which is not the mission of any government agency now. It would coordinate all government consumer activities and represent consumers in government. Rosenthal (N.Y.) and Nelson (Wis.) are chief sponsors of the bill. Considerable interest has also been expressed for placing the agency for consumer affairs under the direction of the Department of Health, Education and Welfare.

A new service for families could be possible through a bill cosponsored by Hart (Mich.) and Brewster (Md.). The bill creates a National Consumer Service Foundation. This group would provide comparison information on major products, be a consumer voice before government regulatory agencies and serve as a clearing-house for consumer complaints. There is even talk that this agency would service vending machines for consumer product information.

Time has not permitted the inclusion of the activities of private business organizations, consumer interest groups nor the state and federal departments and commissions with consumer responsibilities. No mention has been made of the Consumer Advisory Council, President's Committee on Consumer Interests nor the Office of the Special Assistant to the President for Consumer Affairs, although each of these is vital to families' welfare as consumers.

The consumer information needs of families seem to be as unlimited as their wants. The content of consumer information is broad and varied. It demands steadfast attention of all families if they are to avail themselves of the alternatives for choice.

The late President Kennedy declared that every consumer has 4 basic rights:

(1) The right to safety
(2) The right to be heard
(3) The right to choose
(4) The right to be informed

The right to be informed is the key to the other rights. I leave with you as consumer and homemaking educators the charge to inform so that the story which began "once upon a time" can end with "and they lived happily ever after."

# THE SCHOOL'S ROLE
# IN
# CONSUMER EDUCATION

presented by

Dr. Raymond Anderson
Secondary Education
College of Education
University of Maryland
College Park, Maryland

In 1962 President Kennedy defined the "Rights of Consumers" as the right to information, the right of choice, the right to safety, and the right to be heard. These rights apply to all consumers. Thus, the school's role in consumer education is to educate *all* consumers. This concept was clearly expressed in 1966 by United States Commissioner of Education Howe when he stated, "Constructive thinking about consumer education in major areas of learning such as mathematics, science, and reading should be developed in order to build consumer education into these areas. The proposal of a specific course in consumer education should be avoided; I urge you to find ways to incorporate consumer education into the very material the students are all studying already. Consumer education should be incorporated directly into the present curricular activity as a 'part and parcel' of the regular interests and activities of the schools."

A recent publication from the Education Division of the President's Committee on Consumer Interests states that "Consumer Education is the preparation of the individual in the skills, concepts, and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utilization of his resources." It further states that the objectives of Consumer Education are that "the educated consumer will be able to participate fully and effectively in the marketplace in order to obtain maximum benefits from his resources. He will understand there are alternate choices and courses of action which are open to him, and that an educated consumer will think about the consequences to both himself and the economy of his ultimate action in the marketplace."

Consumer education has been an educational step-child throughout the history of American education. Regardless of the various statements of goals and objectives for American education that have said our children should be prepared for family living, worthy use of leisure time, effective citizenship, productive members of adult society, we have not managed to include into these areas much direct attention to the role of every member of our society as a consumer and as a member of some nature of a family group. Our dominant emphasis over the recent past has been to prepare our children as members of the "producer" side of the economy, while we have left them on their own to learn about using the resources they have produced. We have left them ignorant of the process of being effective members of the family unit and the consuming public.

A quick, realistic look at the complexity of our roles as consumers in today's economy will readily tell us that consumer education cannot be limited to those students receiving instruction in homemaking. Our social patterns tell us that many young marriages are companionship marriages in which both members of the marriage share in the role of earning and spending the money and making joint decisions on the family priorities relative to consumption. It is a known fact that as many men shop for food and clothing as do women. Decisions relative to providing shelter, transportation, income protection, and recreation are commonly joint husband-wife decisions; and when there are children involved, these decisions become family ones. To limit consumer education to students in homemaking who are primarily girls ignores the facts of our culture. Beyond the need for consumer education for students because of their participation in consumer decisions and practice, *all* students need exposure to consumer education in order to make a more effective contribution to a soundly based flow of goods and services through a free enterprise economy.

One of our missions at the University of Maryland has been to provide a teacher education program in Consumer Education for teachers of all grades, elementary through junior college, in any subject area in order to expose all students to consumer education concepts. Our goal has been to provide subject matter background for competence with the content of consumer education and to develop approaches and techniques for integrating consumer education content into existing courses—wherever there is a natural opportunity or relationship. Thus, this program is based on our belief that the school's role in consumer education should include all of the students at all grade levels and should be taught through various combinations of subject area teachers. The program of which I speak has been sponsored by the National Committee for Education in Family Finance. During the twelve years that we have been working on this, we have enrolled over 300 educators and the enrollment has consisted of teachers of home economics, social studies, and business education as the three dominant areas, but we have also had good representation of teachers of elementary education, English, mathematics, foreign languages, driver education, vocational education, high school principals, guidance counselors, and college and junior college teachers of economics and business administration. In an evaluation study conducted by the National Committee at the end of 10 years for our program, about 60 percent of the teachers identified that they felt completely competent in their teaching of consumer education aspects related to their primary field and that they found consumer education attractive and compelling to students.

Where do some of these teachers place consumer education in their classes? How do they treat consumer education? In general, the approach used is to provide experiences that employ an economic principle; thus a student in a particular class or grade level may not be able to verbalize a concise statement of the economic principle, but he will have a behavior that demonstrates he is aware of the principle or has employed it in his behavior. A change in behavior is really what education is all about—not the verbalization of the principle. For instance, a third grade teacher employed the discovery technique in a unit on advertising at Christmas time. The exercise led the students to screen alternative choices and to make decisions on observable facts. Each member of the class prepared a list of Christmas gifts he desired. During class time and at home, students got ideas for their lists by going through mail-order catalogs, newspaper advertisements, and by watching television commercials which are heavy with "toy" products during the early morning and late afternoon programs. No limit was placed on the lists. Students recorded each item they desired and the advertised price (this involved exercises in reading and writing for a purpose); then they added each price to a total amount (this provided exercise in multi-digit addition). With the cooperation of local retailers, many of the desired items were brought into the classroom so the children could see, feel, and try the items they had selected. On the basis of their experience with the items (some of them also tried things out in the store), they were asked to revise their lists by marking out any items that disappointed them (an item that didn't really do what they thought it would, or that wasn't as big as they thought it would be). They then talked about why they crossed items out and what they thought about the descriptions in comparison to the actual products. The students questioned one another about why they wanted one item instead of another, so there was a dialogue with values being expressed. The children were thinking about their own values, had discovered the total cost of their Christmas wishes, and had screened them for quality and utility. Many parents expressed pleasure with this Consumer Education experience.

Numerous elementary teachers use the school savings stamp program as a basis for an on-going exposure to the concept of saving and investing and for finding opportunity for individuals to assess their own values when they object to buying a saving stamp because they would rather spend the money for a snack or a toy. Most schools provide parents with the opportunity to buy accident insurance on a school group plan. Teachers at all grade levels can use this normal school activity as a vehicle for building up from one grade to the next, understandings relative to protection of income through insurance. In upper elementary grades the students can compare the cost of this group insurance with comparable coverage on an individual basis. This is the beginning of understanding collective consumption and pooled risks.

An interesting exercise in helping students to define their own values is a simple plan that can be used at many grade levels. Prepare a display table with a great variety of products—each one of the same value. The teacher can define any value—$.25, $.49, $1.00. Each student then selects the item he wants more than any other item on the table and tells the class why he selected that item. This forces him to reason and communicate "why" he made a particular decision. Then the teacher can hand out play money to each student in varying amounts; some have more than enough to "buy" an item on the table, and some do not have enough to "buy" an item on the table. Turn the students loose to shop, buy, bargain, trade and maneuver to try to attain possession of some items they desire. The activity will be wild; the astuteness of buying and bargaining will be amazing; and the discussion that follows will evidence much understanding of values, the flexibility of values, rights of others, the concept of opportunity costs, and the value of money as a medium of exchange.

The play store equipment so often used in early elementary grades when combined with role-playing provides a good exercise in the flow of goods and services, the role of money, and the process of decision making. The discussion that follows allows room for defining values and answering some "why?" questions relative to the above processes. If the play store experience is a foods store, there is room to begin basic concepts of foods and nutrition in the buying practices being studied.

At various elementary grade levels, it is rather standard to study your neighborhood, your community, your state, and then your country. In looking at each of these, questions and answers are involved with what public services are provided, how they are financed, and who decides what we have in the way of services and to what extent. This has immediate significance when the children discover taxes pay for schools, materials, supplies; that there are powerful limiting factors caused by the law of supply and demand; and the alternate decisions and choices members of the community must make. The teacher who is attuned to Consumer Education can begin to develop the critical evaluation process of these community functions.

I have talked about some ways in which the school can assume its role in providing consumer education for all students at all grade levels. I am not, of course, saying all this activity is appropriate for funding under the Vocational Education Act. As curriculum ideas and approaches to consumer education are defined and developed, however, there is likely to be opportunity for some funding through the various other federal projects to help educators up-date and innovate to bring education in line with current social problems. In elementary and junior high social studies courses where students explore the world, the economics of the society being studied can be related to the study of geography, the people, the industry, the customs and life styles. Then there is a basis for looking at that nation's present relationship to the world—its problems and approaches to solution, its successes and the basis for them.

The goal of several of the foreign language teachers we have worked with is to see and use the language in context with the culture of the native country. These teachers have studied in our consumer education classes so they can better understand the current economic conditions of the French, or German, or Spanish nation. They have developed teaching units on foreign exchange problems; import-export practices, laws and patterns; industrial growth and development and the financing of it; and the nature of family life. In this way their advanced foreign language classes can explore the contemporary socio-economic life of the target language nation rather than study the historical approach with its orientation to the pastoral society of the past.

English teachers have found reading and composition assignments oriented to current consumer matters of vital concern to students are alive and fascinating to them. It is just as meaningful to write a composition on "How I Spend My Money" as it is to write a composition on "What the Color Blue Means to Me". It is just as effective for a student to learn how to use references and resources and organize data into a comprehensive research report when the topic under investigation is "What You Should Know About Buying a Used Car" as when the topic is "The Love Life of Picasso".

English teachers in our consumer education workshops have also worked up units of study that utilize advertisements, product tags, and assembly instruction sheets (for example, for putting together a bicycle), as vehicles for developing reading comprehension and interpretation skills. The teachers have found CONSUMER REPORTS, CHANGING TIMES, and THE WALL STREET JOURNAL to be excellent resources for reference and reporting, for debate topics, and for analysis of writing styles.

Business, economic, family life and industrial-historical novels and non-fiction books have an appeal to students because in them problems and issues students relate to are faced. Such books are valuable as a means of understanding the time and environment in which certain literature was created. Some examples are THE JUNGLE, THE WASTEMAKERS, THE STATUS SEEKERS, THE ORGANIZATION MAN, THE EGG AND I, CHEAPER BY THE DOZEN, THE AFFLUENT SOCIETY, THE OTHER AMERICA, THE GOLDEN AGE OF QUACKERY, THE MASS CONSUMPTION SOCIETY. There are hundreds of other books that the English teacher can use for the dual purpose of the study of literature and an awareness of the environment and society from which this literature emanates.

The Driver Education teacher has a vehicle for implementing consumer education in terms of insurance concepts through automobile insurance as well as concepts of rights, privileges, obligations, and responsibility to self, society, and family. Characteristics of automobiles, safety features, and comparative shopping for cars and insurance are all vital to the school student who is eagerly anticipating driving and owning an automobile. The family problems that often result with a new driver and a second, or third, or fourth demand for utilization of the family car, the process of developing a time-sharing plan, or cooperative arrangement is an area of study for the Problems of Democracy or Family Life Class.

The teacher of Problems of Democracy has opportunity for engaging the students in looking at problems and solutions relative to consumer credit as well as mercantile credit, levels of taxation, types, purposes and functions of taxes, legislation that affects the consumer—both negative and positive consumer legislation—government and private institutions providing consumer protection and services. There are a number of recently developed simulation learning games that are quite effective in getting at assimilation of these ideas and processes.

I have attempted to relate to you illustrations of subject areas and approaches that numerous teachers have employed to bring consumer education to all of the students as it naturally relates to a specific area or learning goal.

I have not talked about the role of the Home Economics teacher, nor the role of the Business Education teacher. Both of these areas are very intricately and closely related to many facets of consumer education, and both of these areas have been serving a small portion of the total school population. I am familiar with many good approaches these teachers have used to involve students in the process of education and to capitalize on their vital interests as consumers. These two areas hit directly on money management, planning the use of personal resources, vocational decisions, grooming, marketing and purchasing processes, product information, record-keeping and planning, and economic analysis. The Home Economists work with the family-life cycle in planning for earning and spending and understanding changing family needs, pressures, values, and relationships. The Business Educators look at business cycles, investments, planning in terms of defined goals, and the role of banks, investing, and profit in the total economy. How can these two areas extend their services beyond those students who enroll in business or home economics to the total school population?

I'm not sure that I have a total answer. But I do know that at Maryland we have defined the major weakness of our program for teacher education in consumer education. This is that we have not provided an integrating force or a curriculum coordinator; nor have we sold the school principal and administrative staff. We have given a teacher (from any subject area) a motivation, a background, and a variety of teaching approaches. This teacher often stands alone in his department or in his school and does not have the power, the time, or the authority to carry consumer education beyond the confines of his individual classroom. Each of the teachers who has been involved in Family Finance Workshop is making his own contribution, but it is not part of a systematic school program in consumer education.

As a result of our awareness of this weakness, the University of Maryland conducted a National Leadership Conference on Consumer Education and Financial Planning in 1966. The Conference was jointly sponsored by the National Committee for Education in Family Finance, The President's Committee on Consumer Interests, (under Mrs. Esther Peterson) and the U.S. Office of Education. Mrs. Peterson invited a representative from each of the 50 state departments of education who would have responsibility toward consumer education. That summer of 1966, travel was bogged down by the great airline strike, so only twenty representatives were involved, but they worked hard and welded beautifully into a very spirited and productive group. The conferees represented business and home economics education, adult basic education, and K through 12 school curriculum planners. I want to report to you some of the observations and results recorded by this group that support the belief that Consumer Education is appropriate to the total school program.

1. In education we are way ahead on ideas, but far behind time in actions. For instance, the National Leadership Conference generated many ideas and workable approaches but could not provide a vehicle for action.

2. There is an obvious need for Consumer Education for all students since currently only about one tenth of the students get even an orientation to consumer problems and practices. Consumer Education is best seen as an across-the-board approach. Is there a Teacher Committee at the state department level that cuts across the subject lines of educators? Can this across-the-board approach be accomplished in a given school if the principal is strongly oriented to the value and need of consumer education?

3. Is part of the problem in getting recognition for the need and value of Consumer Education related to our need to redefine educational goals in terms of behavioral outcomes? Our classical subject area departmentalization is based on "understandings" as goals rather than on behaviors.

What behavior on the part of the consumer will evidence that he has learned? Can we identify specific desired behaviors and spirals of learning that lead to this behavior? Can we identify specific educational needs of various groups for particularized approaches to Consumer behavior; for example, adult basic education, inner-city youth and adults, suburban youth, vocational educational groups, or adult continuing education?

4. The socio-economically deprived and disadvantaged groups—inner city, Appalachia, Ozarks, Indian communities, and various other areas—probably need Consumer Education most, but we often do not reach them. How can we get around our middle-class orientation? How can the schools use Consumer Education to the advantage of the disadvantaged? Couldn't Consumer Education, with its built-in motivation, be one of the most practical vehicles for teaching the disadvantaged? We need to work on a "principles" approach to Consumer Education because differences in income, social values, and personal goals make it meaningless to teach specifics of buying. Teaching often becomes stereotyped and textbook oriented; we need to broaden the classroom out into the community, add practical and current experiences, use the multitude of resources and resource people available to keep Consumer Education practical and real-problem centered.

5. The area of Consumer Education seems like a good place for an experiment with a group of competent teachers who would work up and team teach a subject-integrated course combining experiences in economics, consumer

education, family studies, law, money management, mathematics, and social problems using flexible scheduling, individualized assignments, team teaching, and multi-media approaches. An undertaking like this should include cooperation with the state department of education, a local school system and a university program for teacher training and assistance in research and evaluation processes. Members of the teaching teams in the various areas would define desired behaviors and the hierarchy of learning necessary to the accomplishment of those defined objectives. (It seems to me that the 1968 amendments of the 1963 Vocational Education Act have given the Homemaking teachers a vehicle for taking the lead and developing just such subject-integrated programs. Projects of this nature are big enough and broad enough that it would seem numerous federal educational support programs could become involved in innovations in Consumer Education, flexible scheduling, team teaching, multi-media approach, and the chance for endless areas of research study.)

6. A State Department of Education Coordinator of Consumer Education would seem to be a way to coordinate the diverse fields of interest involved. This person could cut across classical departmental lines. This coordinator could provide leadership in the development of Consumer Education materials for use in various subject areas and at various grade levels and could also provide for articulation and coordination to avoid meaningless repetition or harmful gaps in the total Consumer Education program. The State Department coordinator could also work with universities and colleges in the offering of Consumer Education workshops and in-service training programs to upgrade the teacher's qualifications with consumer education content.

Since most of the activities provided by the federal Vocational Education Act are administered through state departments of education, this opportunity for coordinated leadership may become a real possibility through leadership of the Home Economists.

With my view and experience with Consumer Education as a responsibility of the total school, to limit Consumer Education to the homemaking curriculum would reflect a narrow and traditional view. In this area as in others, the educator must plan and define an educationally sound program and then see what part or parts of it can be supported by federal monies. In vocational education, I am noticing a tendency to consolidate certain basic aspects of vocational education through utilization of the cluster concept, the practice of teaching a core of occupational information, experiences and skills necessary to success in a number of related occupations to mixed groups of vocational students, and the utilization of across-the-board vocational supervisors. Following this tendency, one step toward a total school program in Consumer Education would be for Homemaking teachers to develop a core program for all vocational students. This program could include family life education and family finance education aimed at helping all vocational students to maximize the satisfaction derived from the effective use of their income and other personal resources. It could teach concepts to increase the satisfactions derived from the consumer role while building salable skills for the producer role in a chosen occupation.

We need Consumer Education to adequately perform our roles as citizens of a free enterprise economy; we need Consumer Education for personal success and satisfaction as measured in our materialistic society; we need Consumer Education for the continuing success in perpetuating the dignity of the individual; we need Consumer Education so we may effectively direct the utilization of our national resources for the common good. The school's role for Consumer Education must be Consumer Education for all.